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OF THE
UNIVERSITY OF ILLINOIS

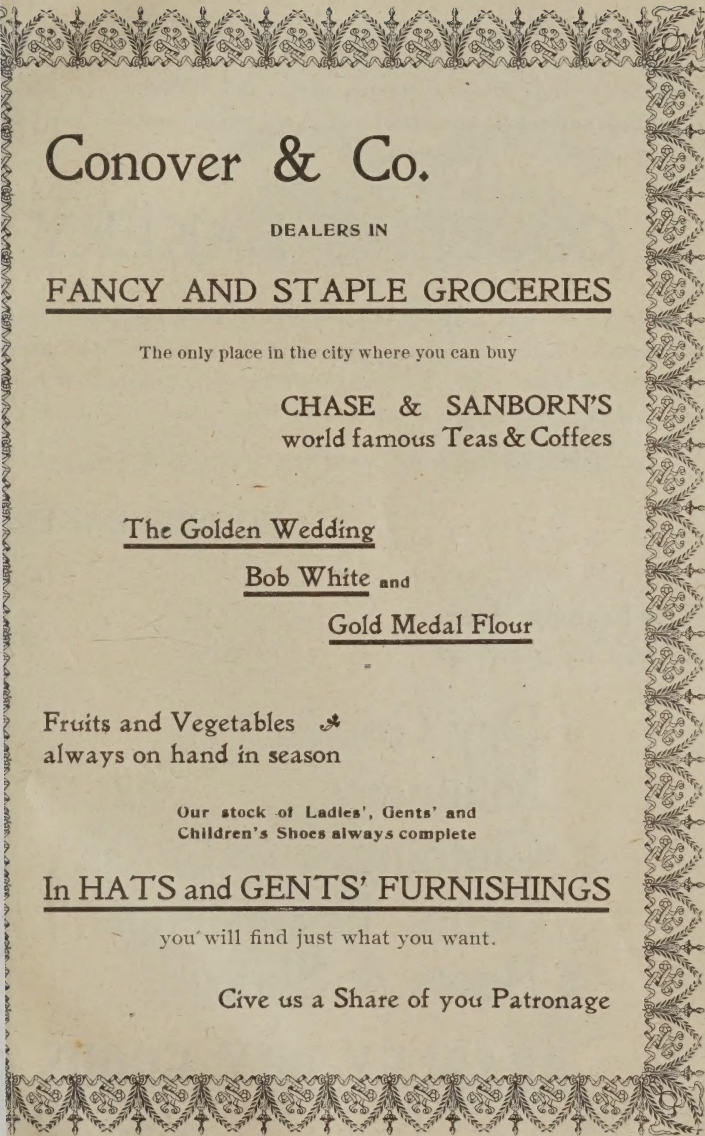
CATALOGUE
OF THE
PUBLIC SCHOOLS
OF



MAROA • ILLINOIS

JUNE 1901

PUBLISHED BY ORDER OF THE BOARD OF EDUCATION



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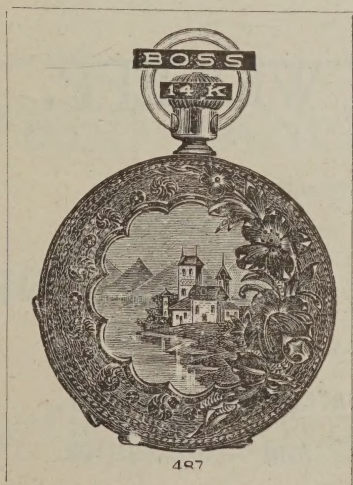
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LUTZ & SON.

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KNOW WHERE TO FIND



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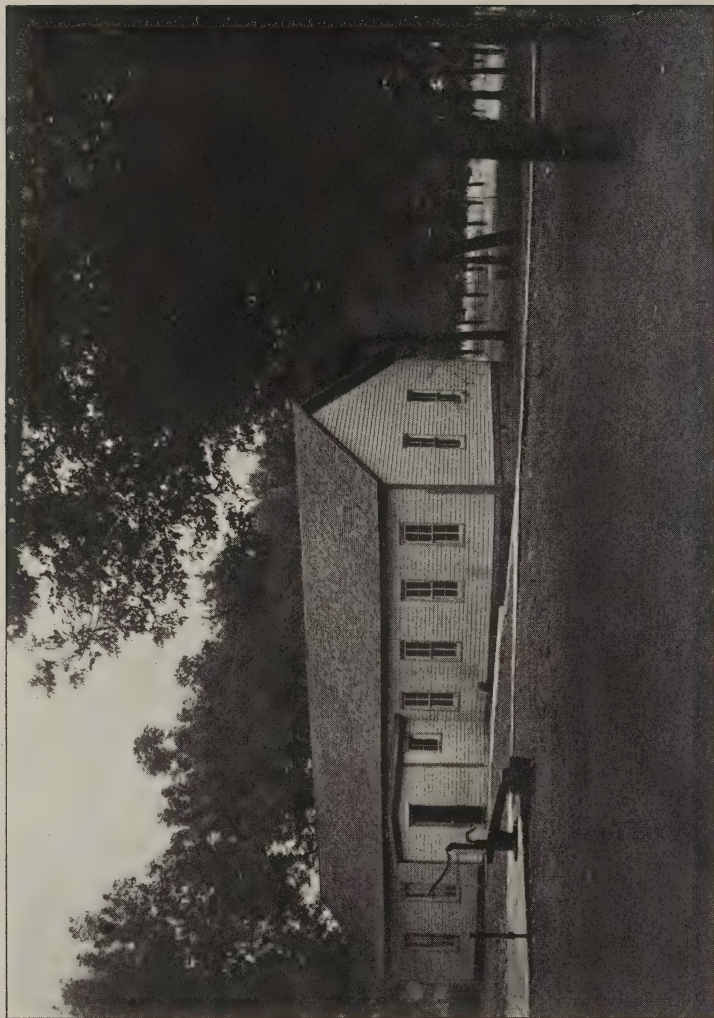
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CATALOGUE AND COURSE OF STUDY
of the
PUBLIC SCHOOLS
OF
MAROA, MACON CO. ILL.
JUNE, 1901



ISSUED BY ORDER OF THE BOARD OF EDUCATION



WILLIAM FRY, Superintendent.



NEWS POWER PRINT
Maroa, Illinois

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COMMITTEES:

1. Buildings and grounds—CHAS. HUFF, FRANK STROUD.
2. Supplies—JOHN LONGSTREET, MRS. McLEAN, MRS. SMELZ.
3. Teachers, Course of Study, Finance—The entire Board.

CALENDAR FOR 1901-2:

Fall term begins Monday, Sept. 2, 1901.

Fall term closes Friday, Dec. 20, 1901.

Spring term begins Monday, Dec. 30, 1901.

Spring term closes Friday, May 30, 1902.

TEACHERS FOR 1901-2.

1st Primary.....	GERTRUDE HELLER.....	Normal, Illinois
2nd Primary.....	FRACIA HILL.....	Maroa, Illinois
1st Intermediate.....	MARY WHITE.....	Lexington, Illinois
2nd Intermediate.....	ANTOINETTE SLEMONS.....	Paris, Illinois
1st Grammar.....	JENNIE WELLS.....	Elwin, Illinois
2nd Grammar.....	MAY SWAN.....	Maroa, Illinois
High School Asst.....	EUGENIE SHINN.....	Griggsville, Illinois
Superintendent	WILLIAM FRY.....	Maroa, Illinois

TO OUR PATRONS

In presenting this revision of our course of study we have not departed essentially from that heretofore in use, but have endeavored to better distribute and more definitely adjust it to our own conditions.

We realize that, at best, a course of study can be nothing more than a hypothesis for work; it is suggestive but tentative; it records our experiences and the conclusions that have resulted from careful investigation into the conditions and requirements of our school problems.

The course of study alone, however, will do little toward bettering our schools. The teacher is the greatest factor; above scholarship, above course of study, above mechanism of method stands the personality of the teacher. The best possible course of study is but a skeleton of dry bones until, by a competent, active, trained, conscientious teacher the breath of life is breathed into it, and the flesh and blood and sinews are supplied out of a rich experience, a clear knowledge of the child mind with its possibilities, a noble personality and character that fully realizes that while facts are essential in attaining the desired product of our school system, yet the mere possession of facts is not the ultimate aim.

The work generally known as the eight grades below the High School has been, for convenience, divided into twelve classes, giving two classes of one and one-third years work to each of our six rooms. This arrangement will make possible a more gradual and uniform plan of promotion and at the same time prevent the crowding of any of the rooms to an undue extent.

A few changes in the order in which certain studies are to be taken up in the High School Course have been made and the Course has been slightly revised under the advice of the officials of the University of Illinois.

With a proper equipment of our laboratory for our work in science there seems to be nothing to prevent our being placed upon the accredited list at the University of Illinois as we have already been with other desirable colleges and universities.

In order that our schools may attain the greatest degree of efficiency it is imperative that all forces unite and work harmoniously for their advancement.

Our active, energetic and progressive Board of Education deserves the gratitude of the public for their gratuitous and unselfish efforts in behalf of our schools.

Our corps of teachers must be competent, progressive and devoted to the interests of our entire school system.

And lastly but by no means the least factor in insuring a good school system is

AN INTERESTED PUBLIC.

Let the patrons understand that our schools belong to them; that they exist to serve the interests of their children; that the Board of Education and the corps of teachers are their servants, seeking with all their best knowledge to advance the educational interests of the community and to throw around the youth under their care the best possible influences for growth toward true manhood and womanhood.

Your teachers are always ready to listen kindly to any suggestions that our patrons may offer for the good of our schools or of individual pupils; they are ready to hear from you deserved censure, and they also greatly appreciate any deserved commendation.

We would urge parents to a closer acquaintance with our schools and especially with the teachers of your children, that we may realize more fully that the common aim of the home and the school is the manly and womanly development of the youth of our community.

Respectfully,

WILLIAM FRY, Supt. Schools.

Course of Study.

READING

ROOM 1—BEGINNING CLASS.

Two recitations per day of fifteen minutes each. Teach a sight vocabulary that coincides with the child's spoken vocabulary, by associating the written symbol with the object for which it stands. When the written words corresponding to the names of several familiar objects are learned, teach as many familiar verbs by having the children perform the action indicated in response to the written words. This prepares the children to read sentences easily. Articles, prepositions and connectives are learned at sight as they are needed. The pupil should be required to read the sentence silently, before attempting to read it orally. True oral reading proceeds from within. *Cultivate natural tones of voice.* As soon as pupils can read written sentences easily from the blackboard, begin the reading of print from the Cry Primer.

A CLASS.

Follow up the work with the Cyr First Reader and the Harper First Reader. Drill upon the elementary sounds by frequent exercises in slow pronunciation. Begin early to teach children self reliance in making out new words made up of sounds already learned. With two lessons per day of fifteen or twenty minutes each the pupils, by the end of twelve school months in this room should be able to read intelligently any First Reader. If a child is taught to read out of his own thought and heart he will read naturally, and very little attention need be paid to vocal expression. Intelligent thought must precede reading aloud.

ROOM 2—B CLASS.

Two recitations per day of fifteen or twenty minutes each. Phonic drills continued with vigor. Second Reader. The meaning of all new words in the reading lesson to be taught. The thought of the lesson must be mastered. Teach the simple diacritical marks. Teach substitutes for elementary sounds.

A CLASS.

Continue work of B class with supplementary readers. Give careful attention to proper enunciation. The work should be done with vigor and understanding.

ROOM 3—B CLASS.

Reading from Third Reader, with continued attention to the meaning of all words, distinct articulation and correct expression of thought. Phonic drill on elementary sounds. Diacritical marks to be taught. Two recitations per day.

A CLASS.

Encourage home reading. Additional reading from supplementary readers. At least two Third Readers should be thoroughly read in this room.

ROOM 4—B CLASS.

First one-half of Stickney's Fourth Reader, with systematic training in the meaning and use of words, correct articulation, pronunciation and expression. Attention must be given to diacritical marking. Teach the use of the Dictionary. *Use the Dictionary.*

A CLASS.

Complete Stickney's Fourth Reader. Memorize selections of poetry and of prose. One recitation of twenty-five or thirty minutes, daily in this room.

ROOM 5—B CLASS.

First half of Harper's Fourth Reader read and the thought analyzed. Memorize best poetic and prose selections. *Use of Dictionary.*

A CLASS.

Complete Harper's Fourth Reader. One recitation of twenty-five minutes daily in this room. *Use the Dictionary.*

ROOM 6—B CLASS.

Use Harper's Fifth Reader (or classic selections). Study the meaning of the words and analyze the thought. Give especial attention to expression and modulation of the voice.

A CLASS.

Study current events and good literary selections from the best authors. The aim should be to teach the pupil to select wisely his reading matter by cultivating a taste for good reading. Read such selections of 4-cent classics as "Evangeline," "Snow-Bound," "The Great Stone Face," etc., and study the literary merit of the selections as well as the life and writings of the authors.

LANGUAGE AND GRAMMAR.

ROOM 1—BEGINNING CLASS.

Let the first language lesson consist of talks upon plant and animal life, and those lessons suggested by the seasons with their attendant phenomena. Develop the new words of the reading lesson, and their proper use in sentences both oral and written. Develop the thought of the new

reading lesson and describe pictures in the reader and elsewhere. Begin written composition by the use of elliptical sentences and the written answers to questions. Learn capitalization and punctuation by practice. Develop the power to describe the characteristics, habits and peculiarities of objects, as plants and animals. Develop the power to narrate these from the standpoint of the plant or animal. Oral reproduction stories.

A CLASS.

Continue the work of the beginning class and also employ simple written reproduction of stories. In all this work strive to preserve the naturalness of expression. At least one good poem and story should be given each month. Let the songs, poems and stories of the day be in harmony with the reading and nature lessons.

ROOM 2—B CLASS.

The work, as begun in previous grade, should be continued. Write sentences expressing what the pupil has seen or done. Objects and pictures may be used to develop thought. Frequent dictation exercises must be given. Special attention given to spelling, use of capital letters and the terminal punctuation. Memorizing and study of good selections, as "The Village Blacksmith," "Down to Sleep." Stories from literature and history.

A CLASS

Continue the work of the B class. Teach uses of a few abbreviations, of the period, the interrogation point. Carefully correct habitual errors in speech.

ROOM 3—B CLASS.

Memorize selections. Written reproductions. Formation of plurals. Oral conversation. Forms of verbs.

A CLASS.

Forms of verbs, pronouns, letter-writing and composition in composition books. Give attention to neatness and form as well as to correct language.

ROOM 4—B CLASS.

E. Oram Lyte's Elements of Grammar and Composition. Part I, studied. Frequent drills upon correct forms of speech, and constant and persistent correction of incorrect forms.

A CLASS.

Part II of Lyte's Elements of Grammar and Composition thoroughly studied.

ROOM 5— B CLASS.

Part III of Lyte's Elements of Grammar and Composition. Constant drill in using good English.

A CLASS.

Study the sentence as the unit of language. Analysis of sentences and develop a knowledge of the elements of the sentence and of modifiers. Continue the composition work in connection with the study of history and geography.

ROOM 6—B CLASS.

Baskerville & Sewell's Grammar. Complete etymology, with frequent exercises and compositions.

A CLASS.

Baskerville & Sewell's Grammar completed. Compare with other reference texts. Keep constantly in view the idea that grammar is studied for the purpose of obtaining *the ability to correctly use good English*.

NUMBER WORK AND ARITHMETIC.

ROOM 1—BEGINNING CLASS.

Counting. Writing numbers to 20. Simple combinations of objects from one to ten.

A CLASS.

Counting and writing numbers to 100. Roman notation to I. Signs +, — and = taught and used in busy work. *Much oral drill* in simple relations of numbers from one to 12. Foot, yard, pint, quart, gallon.

ROOM 2—B CLASS.

Reading and writing numbers to 1,000. Roman notation to C. Relation of numbers from one to 24 learned. *Constant rapid oral drill in concrete problems applying the child's knowledge.* Peck, bushel, money values.

A CLASS.

Addition involving carrying. Subtraction, the minuends not to exceed three places. Multipliers and divisors not to exceed six. *Drill, drill, drill* upon the tables and upon rapid work in addition and subtraction. Teach the fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, 1-5, $\frac{1}{6}$, etc. Easy exercises in long, dry and liquid measure. Emphasize the rapid oral drill.

ROOM 3—B CLASS.

Reading and writing numbers to 1,000,000. Roman notation to D. Oral multiplication to 12×12 ; this must be *learned*. Much drill upon rapid oral work. written multiplication with the multiplier less than 100. *Drill, drill.*

A CLASS.

Oral solution of concrete problems, rapid work in addition, subtraction, multiplication and division. Practical problems involving the above processes as applied to all tables studied. Tables of weights. Fractions to 1-10 added and subtracted.

ROOM 4—B CLASS.

Complete Arabic and Roman notation. Extend practice in addition, subtraction, multiplication and division. White's First Book of Arithmetic to page 124. Fractions in simple forms of addition and subtraction. Do not neglect the *drill, drill, drill*.

A CLASS.

Practical problems in the tables studied. Fractions—common and decimal. Constant drill in concrete problems involving fractions and decimals. Oral analysis of concrete problems to page 182 in White's Elementary Arithmetic.

ROOM 5—B CLASS.

Review common and decimal fractions, White's Elementary Arithmetic to page 226. Constant drill in tables involving all processes in fractions, and in oral analysis.

A CLASS.

White's New Complete Arithmetic to page 188. Much drill in denominate numbers and in oral analysis. Constantly review and give rapid drills upon problems involving fractions and decimals.

ROOM 6—B CLASS.

Percentage and all its practical applications. Give many supplementary problems. Teach short methods and teach them thoroughly. Accurate and rapid work are to be sought for through the constant drill.

A CLASS.

White's New Complete Arithmetic completed. Supplement with many mental and written problems. Keep up the fight for accurate and rapid work.

SPELLING.

Spelling is to be both oral and written in all the grades. Constant drill in all the grades is imperative. *No word should be passed by in any lesson until it is correctly pronounced and spelled by pupils.* In oral spelling the teacher should pronounce the word distinctly and but once and no second trial or guessing should be allowed the pupils.

In the first three rooms the spelling should be taken from all other lessons and close attention given to this work by constant drills and reviews, especially the oral drill. Pupils who do not properly master their spelling in the first four rooms will hardly become proficient in this subject later, hence a constant early attention to this work is imperative.

In rooms 4, 5 and 6 the speller should be made use of—not to displace the spelling drill in all other branches but only to supplement it. Written work should be done neatly with ink and no changes allowed. It should then be corrected by the pupils under the supervision of the teacher.

GEOGRAPHY.

Some of the elementary facts of this subject should be taught in connection with other subjects in rooms 1 and 2 but it need not have a separate recitation period until the third room is reached.

ROOM 3.

But one general class is necessary and no text need be used by the pupils.

Teach direction—local geography beginning with the school-house and grounds. Bound the school-grounds. Direction of postoffice, elevators, churches, etc., from the school-house.

Geography of Maroa City with streets and railroads. Geography of Macon county with railroads, cities, townships, streams, etc. Bound Macon County.

Surface of county, how drained, soil, products, minerals, livestock, timber. Draw map of the county.

Study the state of Illinois, its boundaries, shape, size, population, large cities, rivers, surface, soil, products. Learn distances and directions to large cities. Draw map of the state.

ROOM 4—B CLASS.

Review work of Room 3 and study from the primary geography and by using the globe the form and physical features of the globe. Distribution of land and water, zones, seasons, plants and animals and races of men. Give especial attention to pronunciation and spelling of geographical terms and names.

A CLASS.

First 71 pages in Natural Elementary Geography, carefully studied. Give attention to spelling. Study carefully the industries of the various sections of the globe described and the causes for the diversity.

ROOM 5—B CLASS.

Complete the study of the Elementary Geography. Do not neglect spelling and pronunciation.

A CLASS.

Thoroughly study the United States as a whole and each state individually. Sketch each state, the principal river systems and the states by groups. Use the McCormick plan of tracing lessons as a basis and drill thoroughly upon the sketching. Let this be so thoroughly learned that no subsequent study of the United States will be necessary.

ROOM 6—B CLASS.

Study the continent of North America as a whole, then British America, Mexico and Central America. Sketching everything as in previous work. Study South America, the British Isles and the continent of Europe—Always sketching.

A CLASS.

Study Asia, Africa, Australia and the islands of the sea. Make out a good outline for the study of the continents and have pupils fill in points. Review that part most needed. If the teacher is alive to her work the geography lesson will be as a recreation.

PHYSIOLOGY AND HYGIENE.

ROOM 1.

No text is needed in this room and but one general class need be organized. Oral instruction for fifteen minutes per day, the teacher using some good manual as a basis for work. Teach the parts of the body and how to care for it. The need of pure air, wholesome food and drink, proper chewing of food. Evil effects of strong drinks and tobacco. Cleanliness, exercise, care of hair, teeth and eyes.

ROOM 2.

One general class with fifteen minute recitations. Review thoroughly and enlarge upon the work of Room 1. Study the senses and how and what we learn through each. Study bones and muscles, their uses, wearing out and repair. Description and uses of the skin and how to keep it in a healthy condition. Teach the injurious effects of narcotics in general, especially of alcoholic drinks and tobacco upon the parts studied.

ROOM 3.

One general class with fifteen minute recitations. No text is necessary but the teacher should follow some good manual upon the subject. Review previous work and have pupils find out as much as possible by investigation. Study location and description of the heart; description and uses of the blood; rules to observe in order to promote a healthy circulation of pure blood; how to treat a wound; location and description of lungs; description of the stomach, brain, nerves and their uses. The injurious effects of alcoholic drinks and tobacco.

ROOM 4—B CLASS.

Use Young People's Physiology and study the subjects in the text book to page 108. Many points should be demonstrated by experiments.

A CLASS.

Complete the work as outlined in the text above mentioned and continue the experimental work. Give due attention to proper spelling of all terms used.

ROOM 5—B CLASS.

The text "Lessons in Hygiene" to be completed to page 96, with supplementary experimental work.

A CLASS.

The text "Lessons in Hygiene" to be completed, with supplementary experimental work.

ROOM 6—B CLASS.

The text for this room is "Tracy's Outlines of Anatomy, Physiology and Hygiene." Complete the work as outlined in the text to page 188, making use of experimental work.

A CLASS.

Continue the work of the previous class, completing and reviewing the text.

HISTORY.

This subject should be taken up as a study in

ROOM 5—B CLASS.

Use Eggleston's first book in American History as supplementary reading, and make a careful study of the biographies.

A CLASS.

McMaster's United States History to be taken up and the work completed through the Revolutionary War.

ROOM 6—B CLASS.

McMaster's United States History. Review the causes and events of Revolutionary War; organization of government, etc, taking the work as outlined in the text, through the period of Civil War and Reconstruction.

A CLASS.

Complete and review McMaster's history, giving special attention to the philosophy of history, growth of personal liberty and the development of true civilization. Keep in mind the fact that it is not mere historical facts that are valuable but the inspiration which the pupil should receive from a proper teaching, that is to make of him a better citizen and a nobler man.

NATURE STUDY.

Adapted from the State Course.

SEPTEMBER.

ZOOLOGY.

In what places have you found insects? (Under stones, in walls, and grass, on leaves, etc.) What were they doing? (Observe them repeatedly.) What means have insects of escaping from their enemies? (Observe their color, sting, manner of flight, etc. Give numerous examples.)

Study butterflies especially. What do they eat? Where and how do they get it? Do they visit all flowers? Where do they stay at night?

BOTANY.

Have trees finished their growth for this season? How can you tell? Is the same true of other plants that you know? Have old trees grown as rapidly as young trees? Name the trees that grow fastest. Which are the most beautiful trees? In what respect are they beautiful? What colors are most common among ripened fruits? Why? In what way do fruits protect themselves in order that the seeds may become ripe? Collect seeds and fruits of all kinds; dry and preserve them carefully in envelopes or bottles.

PHYSICS.

Place small amounts of water in several differently shaped vessels and allow them to stand exposed to the air for several days. What becomes of the water? Under what circumstances will it evaporate most rapidly? Note the varying effects of a wide extent of surface; of currents of air passing over the surface; of direct sunlight, darkness, heat, cold, etc. What causes mud to dry up? What becomes of dew, frost?

OCTOBER.

ZOOLOGY.

Collect the larvæ of moths (large green, and brown worms) and of butterflies (caterpillars) and put them in small boxes covered with mosquito netting. Feed them with fresh leaves from the plant on which they were found. Note the changes daily. Keep them through the winter and note the changes in spring. What becomes of insects during cold nights? What becomes of butterflies? Of bees? Of grasshoppers? Of flies? Can you find any insects preparing to live through the winter? Which ones seem most intelligent? Why?

BOTANY.

Examine twigs to see if there is much sap in them. What has become of the sap? What causes the leaves to fall? Is it fortunate for the trees that they fall? Continue to collect seeds, nuts, etc. How have plants provided for distribution of seeds? Note contrivances by which seeds of weeds are scattered. Examine dandelion, thistle, burdock, etc. Of what help is the wind to seeds? Give examples. How do animals help to distribute seeds?

PHYSICS.

How does water change its form when it evaporates? What causes it thus to change its form? What are the effects of heat? Of cold? Is va-

por pushed up or pulled up? Explain by having children perform numerous experiments.

NOVEMBER.

ZOOLOGY.

What birds are with us now? Were they here all summer? What is their food? What substitute for migration do many animals have? Give examples. (Hibernation.) Search for insects under stones, leaves, etc. Have they lined their nests in any way to protect themselves from cold? What changes do we make in our clothing as winter approaches? (In material, color, thickness, etc.) Do animals make similar preparations for winter? Examine feathers of birds and note their uses. Examine covering of dogs, cats, horses, etc.

BOTANY.

Examine the rootlets of several plants. When is the proper time for transplanting trees? What special care should be taken if they are transplanted at other seasons? Can it be said that trees hibernate? Why? What provision have trees made for the coming year? How about annuals? Biennials? Perennials? Do the first frosts kill any of the newly grown twigs? Examine as many different kinds of trees as possible. How does the number of seeds produced by plants that are killed by cold each year compare with the number produced by plants that live from year to year? Give numerous examples. Which of these two classes seems to have the better mode of scattering its seeds?

PHYSICS.

What causes dew? Frost? Why does the earth become cooler after sunset? Explain the process by which water cools. Which cools faster, land or water? What effect must that have upon climate? Give examples. Is the formation of dew or frost dependent upon clearness of night? (Keep a record before answering). Why is it so?

DECEMBER.

ZOOLOGY.

Can any of the summer birds be found? If so, what are they? Have you found any newcomers? Where have they come from? What is their food? Do they sing? Are they building nests? Is there any insect life abroad? Watch sharply on warm days and in sheltered places. Hunt for earthworms. How deep do they burrow into the ground? In what condition do fish, crayfish and frogs spend the winter? Look for these under leaves, and in mud along sides and in bottom of ponds.

BOTANY.

During a hard freeze examine the smaller twigs. Are they frozen through? How protected? Open the buds; are they frozen? How are they protected? Are they wet through when it rains? Note the shape of trees. Which trees are in least danger from being broken by sleet and storm winds? Why?

PHYSICS.

Have children perform experiments showing that air takes up space. For instance, push an open bottle, mouth downward, into water. Note whether or not the water enters and why. Have several experiments performed showing that air has weight, is exerting pressure. For instance, heat the bottle and push it into water, mouth downward. Hold it there until it cools and observe what happens. The cause? Let experiments show why water rises in a common pump. Is it pushed up or pulled up? What are the valves for?

JANUARY.**ZOOLOGY.**

Why have not all animals migrated? Is it due to superior or less intelligence, or to neither? What wild animals are spending the winter with us? Which ones store up food for winter? Where do they obtain it? What do the others eat? How do these animals protect themselves from cold? How does a rabbit run?

PHYSICS.

Is there any air in water? How can you tell? What takes place when water is heated in a pan? Why is it fortunate that water expands before it freezes? What are thermometers for? Why should a person have a thermometer in a room? Where should it be placed? Why? Are there currents of air in a room? (Try the space over a stove, or a lighted lamp; also the cracks at doors and windows. Use a lighted lamp or taper in looking for a draught). What is the cause of these movements of air in a room? Can you account for their direction?

FEBRUARY.**BOTANY.**

Is there any flow of sap in trees at this time? When are maple syrup and sugar made from the maple? Why then? How are they made? Where? Do you find any twigs that are dead, as well as buds? Examine some evergreens of different kinds; do they ever shed their leaves? When? Are the leaves that remain on the trees living? Can you see any regularity

in their arrangement? Are the leaves grouped in the same way in different kinds of evergreens? Notice the pitchy substance under the bark; how does the tree make use of it to heal wounds? How does it prevent fence posts from rotting rapidly? Find how pitch, turpentine, resin and tar are manufactured. Where? Use the geographical cabinet.

PHYSICS.

Compare the heating of air in a room with the heating of water in a pan. Also with the heating of water in a lake. In what part of a room (top or bottom) does the thermometer rise higher? Why? How would you ventilate a room? How test the purity of air in a school room? (By the odor when a person enters from fresh air outside). How are furnaces made to heat houses? Do they provide at all for ventilation? Of what help may a fireplace be for ventilation?

MARCH.

ZOOLOGY.

Let each pupil keep a record of the return of birds. Have any of the winter birds disappeared? Is the plumage of those that have returned changed any? Do they sing? What is the food of the birds that returned earliest? Do they begin nesting immediately? Do they repair and use old nests? What are the most serious dangers that threaten those that first return? What kinds of insects are abroad this month? Where do they stay and what are their habits? What enemies have they and upon what do they depend for safety, defense, concealment, and flight? What have you observed about the earthworms? Examine the cocoons gathered last fall, or such as are found upon twigs of trees, bushes, etc. Do they show any signs of life?

BOTANY.

Can you by examination determine the extent to which the roots of trees are spread? How does it compare with the spread of the top? On what part of the roots are the rootlets mainly found? Where, then, would it be best to pour water when watering trees? Where do the leaves of trees manage to drop most water when it rains? Are the buds of trees changing any? Cut the twigs of several trees to see if they bleed. Why do men girdle trees in order to kill them? Where does growth take place in a tree? What part of a tree is really alive then?

PHYSICS.

What proofs are there that the earth attracts objects? What advantages do you see in the fact that objects have weight? Let it be seen, by experiments, what is meant by *centre* of gravity. What causes pendulums

to swing? What facts can you discover by experimenting with pendulums? How would you regulate a clock by its pendulum?

APRIL.

ZOOLOGY.

Why are earthworms so abundant after a rain? What is the meaning of the small heaps of earth at the entrance of a burrow? How many burrows are there in a square yard of ground? Find the depth of a burrow and make a diagram of it. What is the food of earthworms? Their enemies? Their means of protection and methods of locomotion? Observe birds, their modes of flying, their speed, places of nesting, etc. Sketch a few of the common insects. Note their food, number of their wings, their means of protection, etc. Use birds from the office.

BOTANY.

Notice the arrangement of buds. Are all those on a single tree equally advanced in development? Keep a record of the dates when trees blossom and when they put forth their leaves. How many parts do flowers have? What are the parts for? What common flowers do you know? Keep a record of the dates of their appearance. How are insects of assistance to flowers? In some places, not likely to be disturbed, mark off a square yard of ground and count the different kinds of plants it produces. Can you tell where the seeds of so many plants come from?

PHYSICS.

Have children perform experiments showing what is meant by specific gravity. How is a knowledge of this subject of any use? Magnetize a large knitting needle by rubbing it over the poles of a magnet and make a compass of it? Why does the needle point in the direction in which it points? What useful purposes can you think of to which a compass may be devoted? What two directions does it give directly? What two indirectly? Make use of the needle in determining the direction of the wind; of the road home; the directions toward different places, buildings, etc., in the neighborhood.

MAY AND JUNE.

Study birds and flowers.

DRAWING.

The specific object of this course is to cultivate understanding of the type-forms of nature and art, by observing and drawing, and thus develop aesthetic judgment, care, neatness, and accuracy in the faculty of observa-

tion. All teachers not especially trained for the work, should study some text and develop a critical sense for form and perspective. It is assumed that from 15 to 30 minutes each day constitutes a lesson period.

GENERAL DIRECTIONS IN DRAWING.

1. Position—Straight before desk; feet on floor; arms as straight as possible.
2. Pencil held lightly between first, second finger and thumb, at least half way between ends; points short cone-shaped. Prang's M.
3. Book always straight on desk and not too close; light cloths between pages to insure cleanliness.
4. Clay worked from models; object made large; keep work on slates or papers; never on desk.
5. Paper folding, from left to right, bottom to top.
6. Paper cutting, clean, sharp edges; few pieces.
7. Blocking in lines, light.
8. Lines for lining in, firm, broad and gray.
9. Pencil point across all lines, except for circle.

Aim to make the children thoughtful and self-reliant; never help them when they can help themselves. Cultivate in the children neatness and economy of time and materials.

ROOM 1.

Models used, sphere, cube, cylinder, hemisphere, square prism and triangular prism. Studied as a whole—as to surfaces, action; similar objects molded in clay. Studied in part—as to faces and shapes—edges and corners; faces down; found in tablets, arranged as in borders. Position for drawing and pencil holding taught. Drawing on blackboards, and later, paper. Illustrative drawing. Color. Drawing from nature.

ROOM 2.

Review models of First room. Models used, ellipsoid, ovoid, triangular prism, cone, square pyramid, vase form. Studied and applied in same manner. Clay work; more difficult and larger objects formed. Drawing from nature.

ROOM 3.

Book I and II, Prang—Elementary Course. Additional practice on paper and blackboard. Position, pencil holding and quality of lines. Models; sphere, hemisphere, cube, cylinder, square prism, circle, semi-circle, square, oblong, fan, shield, cross, leaves from nature, borders, quatrefoil.

ROOM 4.

Books III and IV—Elementary Course. Models; cylinder, square prism, vase form, equilateral triangular prism, ellipsoid, ovoid. Patterns of models. Working drawings of same. Bowls, boxes, similar objects,

fruit and vegetables. Leaves from nature, ornament, given form; derived from natural form.

ROOM 5.

Books V and VI—Elementary Course. Models; sphere, cube, cylinder, square pyramid, equilateral triangular prism, square plinth, books, drinking cup, flower pot, writing desk and similar objects. Working drawings, patterns, groups of objects. Historic ornamental forms, leaves, sprays and modification of units.

ROOM 6.

Books VII and VIII. Drill exercises; cylinder, cone, cube, square pyramid, hexagonal prism, square plinth and similar objects. Working drawings and patterns of each. Perspective drawings—objects (rectangular) above, on and below level of eye, turned at angle of 45 degrees. Groups of books and of other objects. Borders of modified units; reversed and spiral curves. Natural and conventionalized leaves. Egyptian and Grecian ornament. Good shading to be worked for.

MUSIC.

This branch should contribute to the physical, mental and moral growth of the pupil. As a means of *physical culture* its utility has been demonstrated beyond question. The erect position of the body united with the deep breathing necessary to produce the proper tone, does much for good health.

As an aid to *intellectual development*, no branch of study surpasses music. The close attention, concentration of thought, and rapidity of judgment required for sight-singing, make it invaluable. The eye is trained, the ear becomes acute, the voice is made musical, instant perception of thought and distinct articulation are cultivated—all without being felt a burden, because of the pleasure experienced in the result produced.

“Let me make the songs of the nation, and I care not who makes its laws.” The moral force of music cannot be overestimated. The martial strain urges to battle; the grand anthem stirs to devotion; the pathetic air melts the stony heart. The home, the church, the nation, are a reflex of their songs.

ROOM 1.

The Scale. The scale is the basis of all music. It may be taught ascending and descending, by imitation.

1. With la, loo, low, law, or other syllables.
2. With the syllables do, re, mi, fa, sol, la, ti, do.

Tone Relation. Throughout every grade ear training should receive constant attention.

Establish the tones of the scale in the following order: 1, 2, 3, 4, 5, 6, 7; then the three chords, tonic, dominant and sub-dominant.

Vocalization. A few minutes daily drill should be given at the beginning of the music study, for getting freedom from muscular tension in the throat, and inducing flexibility of voice and purity of tone. Refer to "Graded Outline of Educational Music Course," page 6.

USE OF THE PITCH-PIPE.

Rote Songs. At least two new songs should be learned each month, by rote, or imitation. These may be selected from available sources, being careful that the range of song is within the compass of the child voice; select such as correlate with nature work, the seasons, anniversary or special occasions, etc.

ROOM 2.

Same as for Room One continued.

ROOM 3.

Educational Music Course, First Reader. New element in time, the equally divided beat; in tone, sharp four, in its diatonic character; i. e., sharp four always preceded and followed by 5 of the scale, thus—5 sharp four 5, sol, fi, sol, in the nine common keys.

ROOM 4.

Educational Music Course, Second Reader. New element of time, the unequally divided beat. Teach the method of knowing key from signature, Graded Outline; p. 29. Find pitch of keys from pitch-pipe as given in diagrams at head of chapters in Second Reader. Study pitch-names of the various keys from the digrams at beginning of chapters.

ROOM 5.

Educational Music Course, Third Reader. Continue the study of time, taking up divided pulsations, two sounds to the beat, and the beat-and-a-half sound. Present and practice the following chromatic tones: Sharp-one, sharp-two, sharp-four, sharp-five, sharp-six and flat-seven. Approach sharps from above and flat-seven both from above and below.

ROOM 6.

Use Third Reader, Educational Music Course. Present for review the beat-and-a-half sound. Present and practice in following order: Four sounds to the beat, three sounds to the beat, syncopation, various fractional divisions of the beat. Apply the principles suggested above to the more advanced work. Review chromatic tones. Approach sharps from below. Review carefully positions of letters, signatures, notes, rests, etc. Present and practice three forms of the Minor Scale.

PENMANSHIP.

The Vertical System of writing is to be used in all grades. Natural and healthful attitude of body, and correct pen-holding to be required. No copy-books will be used in the first room. Pens and ink to be used the latter half of the first school year, and in all the following years of the course. *Special attention to be given to writing in all written exercises.* Neatness, legibility and rapidity a in plain hand are to be sought throughout the course.

Room 2 will use copybooks No. 2 "American System in Vertical writing."

Room 3 will use Nos. 3 and 4.

Room 4 will use Nos. 4 and 5.

Room 5 will use Nos. 6 and 7.

Room 6 will have no special lessons in writing but pupils will be required to write neatly and legibly all written exercises and under no circumstances is the teacher to accept carelessly written work.

MORALS AND MANNERS.

No special time on the daily program is designated for instruction in morals and manners, but each exercise of the school should be so conducted that it will teach good manners and good morals. Nothing in the school course should take precedence over the teaching of right conduct and right living, and these may be taught incidentally every day and every hour. The teacher should keep in mind this fact, that the conduct and example of a teacher are the most potent factors in influencing children while in school. The following suggestions, abridged from *School Management*, by Dr. E. E. White, of Columbus, Ohio, should be observed and taught in all grades, including the High School:

- 1 *Cleanliness and Neatness* with respect to person, clothing, books, papers, slates, desks, and in connection with all acts performed and with articles used.

- 2 *Politeness* in the school room, on the play ground, in the home, on the street, and in company.

- 3 *Gentleness* in speech and in manner. Rude and boisterous conduct to be avoided.

- 4 *Kindness* to parents, to brothers and sisters, to friends, and especially to the aged.

- 5 *Love* for parents, brothers and sisters, friends, for mankind, and above all for God.

- 6 *Truthfulness* at all times. "Without truth there can be no other virtue." The necessity of keeping one's word.

7. *Obedience* to parents, teachers, to the law, conscience, and above all to God.

8. *Gratitude and Thankfulness* to all from whom benefits are received, and especially to God, the giver of all good.

9. *Honesty* is right. Be honest even in little things.

10. *Courage*. True courage is to stand for what one believes to be right even though one stands alone.

11. *Self-Control* is one of the noblest qualities of true manhood. "He that ruleth his own spirit, is mightier than he that taketh a city."

12. *Health*. The observance of the laws of health is an imperative duty. Its importance can not be too strongly impressed. Much of this can be effectively taught in connection with instruction in Physiology and Hygiene. The greater part of the misery and suffering in the world is caused by the violation of the laws of health. "Whatsoever a man sows, that shall he also reap." The body never forgets or forgives its abuse.

13. *Temperance*. Moderation in the indulgence of appetite in things not harmful. Total abstinence from that which is injurious. Dangers in the use of alcoholic liquors. Courage to resist temptations to indulgences. Injurious effects of the use of tobacco.

14. *Evil Habits*. Those that injure health; that destroy reputation; that dishonor one's self and family; that waste money; that take away self-control; that incur needless risks, as gambling.

15. *Bad Language*. Profanity, foolish and wicked; obscenity, base and offensive; defiling books or other things with obscene words and characters, a gross offense; the use of slang, vulgar and impolite.

16. *Evil Speaking*. Slander and tale bearing, to injure another, serious offenses; "Thou shalt not bear false witness against thy neighbor."

17. *Industry*. The dignity of labor; self-support gives manly independence; unnecessary debt should be avoided; everyone should have an opportunity to earn a living by labor.

18. *Economy*. One should try to save a part of his earnings; extravagance is wrong; money needed for comfort, education, or charity, should not be hoarded.

19. *Patriotism*. Love of country; reverence for its flag; respect for its rulers, ready to defend it when necessary; regard for its honor and good name.

20. *Civil Duties*. Obedience to law; fidelity in office; bribery; honor in taking an oath; perjury; duty involved in the ballot; buying or selling votes; dignity and honor of citizenship, etc.

HIGH SCHOOL COURSE.

Arranged for Alternation.

1901-2.		FIRST YEAR.		1902-3.	
FIRST TERM.	SECOND TERM.	FIRST TERM.	SECOND TERM.		
Arithmetic. English. General History. Spelling and Drawing.	Algebra. English. General History. Spelling and Drawing.	Arithmetic. English. Physiology. Spelling and Drawing.	Algebra. English. Book-keeping. Spelling and Drawing.		
SECOND YEAR.					
Algebra. Biology. General History. { Latin or { English.	Algebra. Biology. General History. { Latin or { English.	Algebra. Rhetoric. Physiology. { Latin or { English.	Algebra. Physical Geography. Book-keeping. { Latin or { English.		
THIRD YEAR.					
Geometry. Chemistry. Biology. { Caesar or { Literature	Geometry. Civics. Biology. { Caesar or { Literature.	Geometry. Physics. Rhetoric. { Caesar or { Literature.	Geometry. Physics. Physical Geography. { Caesar or { Literature.		
FOURTH YEAR.					
Chemistry. Literature. { Cicero or { Political Economy. Reviews.	Civics. Literature. { Cicero or { Astronomy. Reviews.	Physics. Literature. { Cicero or { Political Economy. Reviews.	Physics. Literature. { Cicero or { Astronomy. Reviews.		
Literary and composition work throughout the entire course.					

SCIENCE. PHYSIOLOGY.

This subject is approached through the laboratory method. Pupils are required to make observations, drawings, and prepare experiments. The result of their work is to be preserved in carefully prepared notebooks.

BIOLOGY.

This subject covers one entire year of the course and the time is divided between the subjects of botany and zoology as seems to the best interest of the class. To take one subject the first half of the year and the other the latter half, exclusively, has many disadvantages, resulting from the fact that many plants are exclusive fall or spring plants and likewise in the study of animals, many types are found only at a certain season of the year.

Pupils are required to make original observations in the laboratory and to keep carefully written notebooks upon the work done.

PHYSICAL GEOGRAPHY.

This branch is studied for one half year; the laboratory method is employed to some extent.

NATURAL PHILOSOPHY.

The study of natural philosophy occupies one entire year. The following is a list of the exercises which are worked out experimentally by the student, and recorded in a note-book. Recitations are upon both experimental work and text.

1. *Mensuration.* 1.—Length in metric units. 2.—Relation between circumference and diameter of a circle. 3.—Volume of an irregular body. 4.—Cross-section and diameter of a tube. 5.—Weight of a cubic centimeter of water. 6.—Weight of a dollar and a dime.

2. *Density and Specific Gravity, Including Mechanics of Fluids.* 1.—Determination of density of a solid. 2.—Specific gravity of a liquid by specific gravity bottle. 3.—Weight lost by a body immersed in liquid. 4.—Specific gravity by immersion. 5.—Floating bodies. 6.—Liquid pressure due to weight. 7.—Pressure on bottom of vessel. 8.—Specific gravity of liquid by balancing columns. 9.—Comparison of gases and liquids. 10.—Measure atmospheric pressure—barometer. 11.—Specific gravity of liquids by balancing against the atmospheric pressure. 12.—Boyle's law. 13.—The siphon. 14.—The "Hero's fountain."

3. *Mechanics of Solids, Dynamics.* 1.—Action of a force upon a body. 2.—The force of friction. 3.—Composition of forces. 4.—Parallel forces. 5.—Action and reaction. 6.—Comparison of masses by inertia. 7.—Accelerated motion. 8.—Pendulum. 9.—Levers. 10.—Pulley. 11.—Inclined plane. 12.—Wedge and screw. 13.—Tenacity. 14.—Elasticity.

4. *Heat*. 1.—Effect of heat upon size. 2.—How heat travels. 3.—Testing thermometers. 4.—Temperature and physical form. 5.—Laws of cooling. 6.—Melting and boiling points. 7.—Heat capacity. 8.—Determination of specific heat. 9.—Latent heat. 10.—Coefficient of linear expansion. 11.—Coefficient of expansion of gas. 12.—Coefficient of expansion of liquid. 13.—Absorption and radiation. 14.—Solution.

5. *Light*. 1.—How light spreads from a center. 2.—Intensity. 3.—Shadows. 4.—Images through small aperture. 5.—Reflection from plane mirrors. 6.—Curved mirrors. 7.—Images from plane and curved mirrors. 8.—Refraction and total reflection. 9.—Refraction by lenses. 10.—Images from lenses. 11.—The spectrum by dispersion.

6. *Sound*. 1.—Vibratory and wave motion. 2.—The vibration of strings. 3.—Speed of sound waves. 4.—Reinforcement. 5.—Interference.

7. *Magnetism*. 1.—General study of a magnet. 2.—Action of attracted body on magnet. 3.—Mutual action of two magnets. 4.—Induced magnetism and breaking magnets. 5.—Law of induced magnets. 6.—Lines of magnetic force. 7.—Terrestrial magnetism. 8.—Theory of magnetization.

8. *Static Electricity*. 1.—Mutual action of electrified bodies. 2.—The pith-ball electroscope. 3.—Transferring electrification. 4.—Induced electrification. 5.—Law of induction. 6.—Charging by conduction. 7.—Charging by induction. 8.—The electrophorus. 9.—The electrical machine. 10.—The condenser and Leyden jar. 11.—Electromotive force and resistance.

9. *Current Electricity*. 1.—Production of current by chemical action. 2.—Conditions for producing current. 3.—Action of currents on magnets. 4.—Conditions affecting resistance. 5.—Electro-magnetism. 6.—Induced currents. 7.—The dynamo and motor. 8.—The induction coil and telephone.

CHEMISTRY.

This subject is given one half year in the high school course. The course consists of a systematic study of the most common elements and compounds, and the development of the laws and theories of chemistry. Students follow the direction of the text in doing work in the laboratory, and recite upon this experimental work. All processes, laws, and theories are illustrated and verified by experiment. Careful records of all work are kept in permanent notebooks. Reactions are shown by diagrams and equations.

1. *Elements and Compounds*. Iron, oxygen, iron oxide, phosphorus, phosphorus oxide, mercury, mercury oxide, carbon, carbon monoxide, carbon dioxide, hydrogen, water, sulphur, sulphur oxides, sulphurous acid,

sulphuric acid, phosphoric acid, carbonic acid, zinc, zinc oxide, iron sulphide, hydrogen, sulphide, iron sulphate, copper, copper oxide, magnesium, magnesium oxide, magnesium sulphate, calcium, calcium oxide (quick lime), calcium hydroxide (slacked lime), calcium sulphate (gypsum and plaster of Paris), calcium carbonate (marble or chalk), sodium, sodium oxide, sodium hydroxide, sodium sulphate, sodium carbonate (sal soda), sodium amalgam, chlorine, hydrochloric acid, sodium chloride (salt), calcium chloride, potassium, potassium oxide, potassium hydroxide, potassium sulphate, nitrogen, nitrogen oxides, nitric acid, potassium nitrate (niter or saltpeter), ammonia, ammonium hydroxide, ammonium chloride, ammonium sulphate, ammonium nitrate.

2. *Processes, Laws, and Theories.*—Analysis, synthesis, oxidation, reduction, allotropy, crystallization, reaction, metalthesis, deliquescence, efflorescence, neutralization, relation of acids, bases and salts, law of Boyle, law of conservation of mass, atomic theory, law of definite proportions by weight, law of multiple proportions, Avogadro's hypothesis, periodic law. Elements of Chemistry by Williams is the text employed.

MATHEMATICS.

During the first term of four months a thorough course in higher arithmetic is planned.

Algebra is taken up at the middle of the first year and is continued through the second year. Definitions, fundamental operations, problems in simple equations, factoring, greatest common factor, least common multiple, simultaneous equations to the thorough completion of the work in the academic algebra.

Geometry requires one entire year and seven books in Wentworth's New Plane and Solid Geometry are to be completed. At least one-third of the time should be devoted to original propositions.

Astronomy is an optional study and the work includes the completion of that comprehended in Todd's New Astronomy.

BOOK-KEEPING.

The course of book-keeping occupies five months and the tablet system of actual business operations is used.

POLITICAL SCIENCE.

This subject is optional and requires four months. Laughlin's text is used and the following is an outline of the work undertaken.

1. *Production.* Land and natural agents, labor, origin and office of capital, productive capability of a community.

2. *Exchange.* Theory of value, theory of international exchanges; money and its value, debased coin, seigniorage, inconvertible paper money, bank money; reaction of exchange upon production.

3. *Distribution.* parties to the distribution of wealth: Rent, interest, profits, wages, minor shares, reaction of distribution upon production.

4. *Consumption.* Subsistence, population, appearance of new economic wants, consumption, the dynamics of wealth, reaction of consumption upon production.

5. *Application of Economic Principles.* Usury laws, banking functions, co-operation, trades unions and strikes, unearned increment of land, political money, bimetalism, pauperism, revenue of the state, principles of taxation, protection and free trade.

SPELLING AND DRAWING.

These subjects together occupy one recitation period in the first year of our High School Course.

LATIN.

All the Latin courses offered in our high school are optional. The study is begun in the second year of the course. The first year's work consists in a thorough mastery of the Roman pronunciation, the grammatical constructions of nouns, the comparison of adjectives and adverbs, the uses of the various cases, the uses of the moods, the sequence of tenses with constant drill upon declensions, conjugations and translations.

During the second year four books of Caesar's Commentaries are read and critically studied as to history and geography; constructions are given special attention.

During the third year selections from Cicero's orations are read and studied. Four or five orations should be completed.

HIGH SCHOOL COURSE.

ENGLISH LITERATURE AND RHETORIC.

Our High School Course offers nine terms work in these branches, four terms of which are made optional as a substitute for Latin. A thorough study of the English language, its origin and proper forms of usage.

The effect of the development of man upon literature and in turn of literature upon man.

A general study of the literature of the English language of the various periods, with the history of writers and critical study of choice selections.

Special attention being given to the work required for college entrance as outlined below.

REQUIRED FOR CAREFUL STUDY.

Burke's Speech on Conciliation with America.....	1902	1903	1904	1905
Macaulay's Essays on Milton and Addison.....	1902	1903	1904	1905
Milton's L'Allegro, II Penseroso, Comus and Lycidas	1902	1903	1904	1905
Shakespeare's Macbeth.....	1902	1903	1904	1905

REQUIRED FOR GENERAL READING.

Addison's The Sir Roger de Coverley Papers.....	1902	1903	1904	1905
Carlyle's Essay on Burns	1903	1904	1905	
Coleridge's The Ancient Mariner.....	1902	1903	1904	1905
Cooper's The Last of Mohicans.....	1902			
Eliot's Silas Marner.....	1902	1903	1904	1905
Goldsmith's The Vicar of Wakefield.....	1902	1903	1904	1905
Lowell's The Vision of Sir Launfal.....	1902	1903	1904	1905
Pope's Iliad, Books I., VI., XXII., and XXIV.....	1902			
Scott's Ivanhoe.....	1902	1903	1904	1905
Shakespeare's The Merchant of Venice.....	1902	1903	1904	1905
Shakespeare's Julius Caesar.....		1903	1904	1905
Tennyson's The Princess.....	1902	1903	1904	1905

HISTORY AND CIVICS.

One entire year with forty-minutes recitations is required in the study of general history. Beginning with the most remote times, the development of civilizations; the influences of nations and progress of the race are central thoughts around which historical facts are to crystalize. The text used is Myers' General History and frequent comparisons are to be made with the numeruos texts to be found in our reference libraries. The History of the United States is to be thoroughly reviewed during the fourth year of the High School Course.

The study of Civics occupies one entire term of the High School Course. Man as a social being; society, the natural state in which to live; the necessity for government; the objects of government. Town government with a review of government land survey. Departments; officers; elections; term of office; duties, etc. County, state and national governments with the history of their development; departments; officers, and duties.

Regulations

OF THE MAROA PUBLIC SCHOOLS.

CHAPTER I.—GENERAL RULES.

SEC. 1. *School Year.* The school year shall commence on the first Monday in September, unless otherwise ordered by the Board; and shall consist of two terms, as follows: the *first term* shall extend from the beginning of the school year to the first of January; and the *second term* shall extend from the first of January to the close of the school year.

SEC. 2. *School Month.* The school month shall be the same as the calendar month, but teachers shall not be required to teach on Saturdays, Sundays, Thanksgiving day, Christmas day, New Year's day, nor on any day appointed by national or state authority as a holiday; nor shall they be required to make up the time lost by closing school upon such special holidays as may be granted by the Board.

SEC. 3. *School Sessions.* The morning session shall begin at 9 a. m. and close at 12 m. The afternoon session shall begin at 1:15 p. m. and close at 4 p. m. On Friday the afternoon session may close at 3:45 p. m. There shall be a recess of fifteen minutes in each session. Primary pupils should be dismissed from one-half hour to one hour earlier each session. The time for the dismissal of the primary pupils should be arranged, by the principal and the teacher in charge, at the beginning of the school year and then they should be dismissed promptly on time.

SEC. 4. *Bells.* The first bell in the morning shall be rung at 8:30, the second at 8:55, the third at 9:00. The first bell in the afternoon shall be rung at 1:00, the second at 1:10, the third at 1:15. The bell for the opening of the forenoon recess shall be rung at 10:30, and for the close of recess at 10:45. The bell for the opening of the afternoon recess shall be rung at 2:30, and for the close of recess at 2:45. The bell, for the close of the morning session shall be rung at 12 m., and the bell for the close of the afternoon session shall be rung at 4:00 p. m. After the ringing of the 8:30 bell the doors shall be opened for the admission of pupils. No pupil shall be permitted to go to the pump or hydrant to get a drink, or for any other purpose after the ringing of the bell at 8:55 a. m., 10:45 a. m., 1:10 p. m., and 2:45 p. m. At the ringing of the bell at 8:55 a. m., 10:45 a. m., 1:10 p. m., and 2:45 p. m., all pupils should "line up" in their respective

places and should enter their rooms in regular order beginning with the highest grade.

SEC. 5. *Tardiness.* Teachers who are not present at the school building at 8:30 a. m. and 1:00 p. m. are tardy. Pupils who enter their room during the morning session after 9:00 o'clock, and during the afternoon session after 1:15 o'clock are tardy. Teachers and pupils who are tardy on account of the trains blockading the crossings need not be reported as tardy.

SEC. 6. *Punctuality.* It is of the greatest importance, for the success of the school, that everything be done promptly and systematically. Superintendent, teachers, pupils and janitor should perform their respective duties promptly. The bells should be rung on time, the sessions should be opened and closed on time, recitations should be called and dismissed on time, and when pupils are called to a recitation or excused from it, they should move promptly and quickly.

SEC. 7. *Entrance of Beginners.* Children who will be 6 years old between the commencement of the school year and the first of January should enter school at the beginning of the school year, and those who will be 6 years old between the first of March and the close of the school year should enter school the first Monday of March.

SEC. 8. *Examinations.* Examinations should be held at the close of each month, and test work as often as practicable. Final examinations shall be held at the close of the year. In the High School when a study is completed, before the close of the year, the final examination may then be given in that study. In making out the monthly grades, one-half of the average daily recitation grade added to one-half of the monthly examination grade shall constitute the monthly grade, and a record of these monthly grades should be kept by each teacher in the books provided for that purpose.

In making out the yearly or promotion grades, one-half of the average of the monthly grades added to one-half of the final examination grade shall constitute the yearly or promotion grade, and a record of these yearly grades shall be kept in *one book* provided for that purpose. Each teacher shall make out the yearly grades in his or her department and record them in this book.

SEC. 9. *Promotions.* Promotions will be made upon a minimum grade of 70 in each branch pursued, [provided a general average of 80 is made]. Pupils will be regularly promoted at the time of the completion of the year's work by the various classes but promotions may be made at any time when the best interests of pupils so warrant and at the discretion of superintendent and teacher in charge. The grade in deportment shall be included in making out the general average.

SEC. 10. *Reports.* Monthly reports should be made to parents and guardians of all pupils in the Public Schools, showing their attendance, deportment and grades in their studies.

SEC. 11. *Complaints.* Complaints against pupils must be made to their teachers. Complaints against teachers must be made to the superintendent. No one will be permitted to enter the school room while school is in session to prefer charges against any teacher or pupil.

SEC. 12. *Institutes.* The time, not exceeding five days in any school year, actually spent by a teacher of this school in attendance at a teachers' institute, held under the direction of the County Superintendent of Schools, shall be considered time lawfully expended by such teacher in the service of the school and no deduction of wages shall be made for such absence.

SEC. 13. *Outside Business.* No business other than school business shall be attended to by teachers during school hours.

SEC. 14. *Tuition.* Non-resident pupils and persons who are past the age of 21 years may be admitted, when the schools are not crowded, on payment, in advance, of the following rates of tuition: High School, \$2.00 per month; 7th and 8th grades, \$1.50 per month; lower grades, \$1.00 per month. Such tuition is due at the beginning of each month and payable to the superintendent, who will receipt for the same, turning it over to the Secretary of the Board.

SEC. 15. *Clocks.* Clocks shall be provided for each room and kept in good repair.

SEC. 16. *Board Meetings.* The Board of Education shall hold its regular monthly meetings on the day following the close of each school month, unless the school month should close on Saturday, in which case the Board will meet the same evening.

SEC. 17. *Power of Board.* The Board of Education reserves the right to change or modify any of the regulations or any part of the Course of Study should such a change promote the best interests of the school.

CHAPTER II.—DUTIES OF SUPERINTENDENT.

SEC. 1. *Instructions.* The Superintendent shall follow the instructions of the Board. In the absence of rules for his guidance, he shall have discretionary power.

SEC. 2. *Suspension.* In all cases of willful and persistent violation of the Rules and Regulations of the School, for carrying fire arms or other deadly weapons, and for truancy the Superintendent is invested with the authority to suspend the offender. In all cases of suspension the Superintendent should give notice to the Board.

SEC. 3. *Visitation.* The Superintendent shall visit the various rooms as often as his duties will permit, to observe the work of the teachers and

pupils, to correct, superintend and control all the operations of the schools. He shall give particular attention to the classification of the pupils and to the methods of instruction and discipline.

SEC. 4. *Teachers' Meetings.* The Superintendent shall hold a Teachers' Meeting once a month, and oftener if he thinks it advisable, for the purpose of creating an efficient co-operation among the teachers, exciting an interest in the school work, instruction and discipline.

SEC. 5. *Vacancies.* He shall have power to fill all temporary vacancies caused by sickness or necessary absence of regular teachers.

SEC. 6. *School Property.* The Superintendent shall have charge of the school buildings, furniture, grounds, and other property belonging to the schools, and see that they are kept in good condition by the Board. He shall be responsible for the general management of the schools, and the other teachers shall follow his directions and co-operate with him, not only during the school session, but during the time that pupils are on the school premises, before and after school and at recess.

SEC. 7. *Assignment of Pupils.* He shall have power to assign all pupils to their respective grades and determine the manner of grading them. He shall superintend the admission of new pupils from other schools and when he deems it necessary may require them to pass an examination.

CHAPTER III.—DUTIES OF TEACHERS.

SEC. 1. *Duty.* It shall be the duty of teachers to acquaint themselves with the school law, and with the Regulations prescribed by the Board of Education, and observe and enforce them in their jurisdiction. It is their duty to willingly and faithfully carry out the directions of the superintendent and co-operate with him in securing the best discipline and instruction possible. A faithful compliance with all the Regulations adopted by the Board is one of the conditions on which the teachers retain their connection with the Public Schools.

SEC. 2. *Attendance.* They shall be present at the school building at 8:30 a. m., and 1:00 p. m. Teachers not present at the required time shall report themselves as tardy to the superintendent. They shall not dismiss their rooms, nor leave them, nor employ a substitute without permission from the superintendent.

SEC. 3. *Opening Exercises.* The morning session, in each room, shall open with singing and a reading of a portion of the Scripture, followed by repeating the Lord's Prayer; the afternoon may open with singing. All teachers are required to enter upon the opening exercises of their respective rooms AT THE PRECISE MINUTE APPOINTED.

SEC. 4. *Discipline.* Teachers are held responsible for the order and discipline in their respective rooms and in the halls and about the doors

of the same. They are requested to govern by kind and gentle means if possible, avoiding the use of harsh words or cruel modes of punishment. Corporal punishment may be resorted to in extreme cases, but when resorted to the cause and method of punishment must be reported, without delay, in writing to the superintendent.

SEC. 5. *Jurisdiction.* They shall have jurisdiction over all pupils in the halls, and in and about other portions of the school premises.

SEC. 6. *Decorum.* Teachers shall give careful attention to the manners and habits of their pupils, and they should not regard the moral and social culture of less importance than the mental discipline. They must not tolerate in them falsehood, profanity, cruelty or any other form of vice. Teachers should cultivate politeness in their pupils, and the conduct of teachers toward pupils and toward each other should be that of the cultured christian lady or gentleman. Teachers shall insist upon pupils standing erect in all recitations where standing is the proper position. Lounging or unnecessary talking should not be tolerated at all.

SEC. 7. *Teachers' Meetings.* Teachers shall attend all teachers' meetings unless excused by the superintendent.

SEC. 8. *Records and Reports.* Teachers shall keep all records required to be kept by them, neatly and accurately. They shall make such reports as may be called for by the superintendent or the Board of Education.

SEC. 9. *Ventilation.* Teachers shall carefully observe the ventilation of their rooms, keeping the temperature as near 70 degrees Farenheit as possible throughout the day. When necessary the air of the rooms should be effectually changed at recess by opening the windows or doors for a few minutes.

SEC. 10. *Absence and Tardiness.* When a pupil has been absent or tardy a written excuse from the parent or guardian shall be required for the same; unless such excuse has been given personally. If absent or tardy twice in one week without excuse the pupil may be suspended by the superindedent until the parent or guardian make satisfactory arrangements for reinstatement. Teachers shall keep a careful record of absence and tardiness; but pupils who are tardy on account of the trains blockading the crossings need not be reported as tardy. Regularity and punctuality are of such great importance that teachers should use all means in their power to secure regular and punctual attendance.

SEC. 11. *Visitation.* When pupils seem unusually indifferent concerning their school work, or careless about being sbsent or tardy, teachers can often remedy the evil by visiting the parents or guardians and obtaining their co-operation.

SEC. 12. *Program.* Each teacher shall keep in a conspicuous place a

neat and plainly written program of daily exercises, which has been approved by the superintendent, and shall not deviate from it without his consent.

CHAPTER IV.—DUTIES OF PUPILS.

SEC. 1. *Cleanliness.* Any child presenting himself at school without proper cleanliness of person or dress, or his clothing badly in need of repair, may be sent home with a polite note from his teacher asking those whose care he is under to properly prepare him for the school room.

SEC. 2. *Contagious Diseases.* No pupil affected with any contagious or infectious disease shall be allowed to remain in the public schools.

SEC. 3. *Books and Supplies.* Pupils must be equipped with all necessary books, paper, pencils, pens, etc.

SEC. 4. *Requirements.* Pupils must do all the work prescribed in any grade before they can be promoted to another grade, except that the superintendent can, at any time, remove a pupil to a higher or lower grade when in his judgement the best interest of the pupil or the school demand it; and they must complete the full course or give satisfactory evidence of their proficiency by examination, and prepare all essays, orations, etc., including their public delivery, that may be required by the superintendent, or the Board of Education, before they will be permitted to graduate. The standing required is a minimum grade of 70 in each branch pursued, with a general average of 80.

SEC. 5. *Tobacco and Deadly Weapons.* The use of tobacco in any form in the school building or on the school grounds [or on the way to or from school] is strictly forbidden. Pupils carrying fire arms or other deadly weapons may be suspended by the superintendent.

SEC. 6. *Injuries.* Any pupil who shall in any way cut or otherwise injure any part of any Public School building or furniture, or injure any fences, trees, flowers or outbuildings belonging to the school or shall write any profane or obscene language, or make any obscene pictures or characters on any of the school property shall pay for the same, and shall be liable to expulsion and prosecution.

SEC. 7. *Truancy.* Any pupil who shall leave school during school hours without permission shall be regarded as a truant and may be suspended by the superintendent.

SEC. 8. *Visit Rooms.* Pupils shall not enter other rooms than their own while school is in session or at any other time without special permission from their teacher or the superintendent; except to eat their dinner during the noon intermission and then only under such regulations as the superintendent may prescribe. Pupils who have permission to leave their own rooms while school is in session, shall not call at the door of another

room by knocking or otherwise to see a pupil from that room or any other person without permission to do so.

SEC. 9. *Deportment.* Pupils shall conduct themselves in a polite and courteous manner toward each other and toward the teachers, janitor, and others connected with the school. They shall not use profane or unbecoming language of any kind.

Pupils shall avoid scuffling, whistling, loud talking and boisterous noise in and about the school buildings at all times. They shall not assemble in or about the doors nor in the halls for conversation.

Pupils shall not sit together to study from the same book. If it should become necessary for two pupils to use the same book, they must arrange their work so that they may use the book at different times. This does not apply to pupils who temporarily make use of the reference books.

Pupils shall not throw snow balls, stones or other missiles upon the school premises nor while upon the way to or from school.

Pupils shall attend all examinations in their respective departments and a failure to attend shall be sufficient cause for refusal to permit them to "pass."

Pupils shall be admitted to the school premises at 8:30 a. m., and shall pass at once from the school premises at the close of school in the afternoon, unless detained by their teacher, or other permission is given.

Pupils shall be under the jurisdiction of teachers to and from school and any misconduct on their part shall be investigated by the teachers the same as though it had occurred upon the school premises.

CHAPTER V.—DUTIES OF JANITOR.

SEC. 1. *Heating.* The janitor shall have charge of the heating of the buildings and make all necessary fires, and have the rooms properly heated—about 70 degrees Farenheit—at 8:30 a. m., and maintain the required temperature during the day.

SEC. 2. *Sweeping.* He shall at the close of school, daily sweep clean every school room, hall, and stairway, and on the following morning thoroughly ventilate each room and remove all dust from desks, seats, tables, chairs, charts, pictures, window sills, etc., and keep the walls, ceilings, windows and shutters free from cobwebs and dust. He shall remove the chalkdust from the trays at least once a week.

SEC. 3. *Scrubbing.* He shall at least once a month, scrub the floors, platforms, and stairways. At least twice a year—before the opening of each term—he shall wash all windows and inside wood work. He shall also keep all water closets and out buildings in good order—the walls free from marks and the floors and seats clean.

SEC. 4. *Walks.* He shall remove all mud, snow, and ice from the steps of the buildings, and from the walks on the school premises.

SEC. 5. *Bells.* He shall ring all bells at the required time.

SEC. 6. *Clocks.* He shall wind all the clocks and keep them regulated.

SEC. 7. *Miscellaneous.* He shall fasten the windows, lock the doors of the school buildings and out houses, receive coal, cut grass, and remove all rubbish from the school premises. Under the direction of the superintendent, he shall have general charge of school buildings and grounds.

SEC. 8. *Order.* He shall have authority to preserve order in and about the school buildings, in the absence of the teachers, and upon the school grounds AT ALL TIMES, and he shall promptly report to the superintendent any misconduct he may notice. He shall not permit those who do not belong to the school to trespass upon the school premises while school is in session. He shall take pupils, whom he may find thus loitering, to their respective teachers and report the offense and others found thus loitering he shall eject from the premises.

SEC. 9. *Noon Intermission.* He shall remain at the school buildings during the noon intermission to preserve order.

SEC. 10. *Directions.* He shall in all things, act under the direction of the superintendent.

REPORT OF ENROLLMENT.

The following shows the entire enrollment for the year ending June 30, 1901, with ages:

ROOMS.	AGES.															TOTALS.
	6	7	8	9	10	11	12	13	14	15	16	17	18	19		
1.....	25	14	6	1	..	..	..	..	..	..	..	..	..	..	46
2.....	..	20	12	4	2	1	..	..	..	..	..	..	..	..	39
3.....	..	..	20	17	9	2	..	..	..	..	..	..	..	..	48
4.....	..	..	..	7	10	19	9	5	..	..	..	..	..	..	50
5.....	..	..	..	..	6	15	17	12	6	..	..	..	..	..	56
6.....	..	..	..	..	..	2	2	10	14	15	4	..	..	..	47
High School..	..	..	..	..	..	..	1	3	9	14	5	12	2	2	48
Totals.....	25	34	38	29	27	39	29	30	29	29	9	12	2	2	334	

NUMBER STUDENTS PURSUING VARIOUS STUDIES.

Subjects.	No.	Subjects.	No.
Reading.....	286	Arithmetic.....	226
Language.....	183	English.....	20
Writing.....	286	Physical Geography.....	21
Spelling.....	324	Algebra.....	34
Numbers.....	95	Book-keeping.....	30
Physiology.....	314	Latin.....	8
Elementary Science.....	249	Literature.....	12
Drawing.....	310	Geometry.....	6
Music.....	334	Caesar.....	2
History.....	77	Cicero.....	3
Geography.....	203	Rhetoric.....	17
Grammar.....	123	Physics.....	13

TRUANCY LAW.

SEC. 1. Be it enacted by the people of the State of Illinois represented in the General Assembly: That every person having control of any child between the ages of seven (7) and fourteen (14) years shall annually cause such child to attend, for at least sixteen (16) weeks, twelve (12) weeks of which attendance shall be consecutive, some public or private school, which time, for pupils under ten (10) years of age, shall commence with the beginning of the first term of the school year of such school, and not later than December first of said school year for pupils above the age of ten (10) years, or as soon thereafter as due notice shall be served upon the person having such control, of his duty under this act: Provided, that this act shall not apply in any case, when the child has been or is otherwise being instructed for a like period of time in each and every year in the elementary branches of education, by a person or persons competent to give such instruction, or whose physical or mental condition renders his or her attendance impracticable or inexpedient, or who is excused for sufficient reason by any competent court of record.

SEC. 2. For every willful neglect of such duty as prescribed by section one (1) of this act, the person so offending shall forfeit to the use of the public school of the city, or district in which such child resides, a sum not less than one (1) dollar nor more than five (5) dollars and costs of suit, and shall be committed until such fine and costs of suit are fully paid.

SEC. 3. The board of education in cities, towns, villages and school districts, and the board of school directors in school districts, shall appoint at the time of appointment or election of teachers, each year, one or

more truant officers, whose duty it shall be to report all violations of this act to said board of Education or board of directors, and to enter complaint againsts and prosecute all persons who shall appear to be guilty of such violation. It shall also be the duty of said truant officer so appointed, to arrest any child of school going age that habitually haunts public places and has no lawful occupation, and also any truant child, who absents himself or herself from school, and to place him or her in charge of the teacher, having charge of any school which said child is by law entitled to attend and which school shall be designated to said officer by the parent, guardian or person having control of said child. In case such parent, guardian or person shall designate a school without making or having made arrangements for the reception of said child in the school so designated, or in case he refuses or fails to designate any school, then such truant officer shall place such child in charge of the teacher of the public school, and it shall be the duty of said teacher to assign said child to the proper class and to instruct him or her in such studies as he or she is fitted to pursue. The truant officer so appointed shall be entitled to such compensation for services rendered under this act as shall be determined by the boards appointing him, and which compensation shall be paid out of the distributable school funds: Provided, that nothing herein contained shall prevent the parent, guardian, or person having charge of such truant child, which has been placed in any school by the truant officer, to thereafter send said child to any other school which said child is by law entitled to attend.

SEC. 4. Any person having control of a child, who, with intent to evade the provisions of this act, shall make a willfully false statement concerning the age of such child or the time such child has attended school, shall, for such offense, forfeit the sum of not less than three (3) dollars nor more than twenty (20) dollars for the use of the public schools of such city, town, village or district.

SEC. 5. Any fine and penalty mentioned in this act may be sued for and recovered before any court of record or justice of the peace of the proper county, in the name of the people of the State of Illinois, for the use of the public schools of the city, town, village or district in which the child resides.

SEC. 6. An act entitled "An act concerning the education of children," approved June 19th, 1893, is hereby repealed. Approved June 11, 1897.

TEMPERANCE LAW.

An act to amend "An Act relating to the study of physiology and hygiene in the Public Schools." Approved June 1, 1889; in force July 1, 1889. Approved June 9th, 1897; in force July 1, 1897.

SEC. 1. Be it enacted by the people of the State of Illinois, represented in the General Assembly: That the nature of alcoholic drinks and other narcotics and their effects on the human system shall be taught in connection with the various divisions of physiology and hygiene, as thoroughly as are other branches in all schools under state control, or supported wholly or in part by public money, and also in all schools connected with reformatory institutions.

All pupils in the above mentioned schools below the second year of the High Schools, and above the third year of school work, computing from the beginning of the lowest primary year, or in corresponding classes of ungraded schools, shall be taught and shall study this study every year from suitable text-books in the hands of all pupils, for not less than four lessons a week for ten or more weeks of each year, and must pass the same tests in this as in other studies.

In all schools above mentioned, all pupils in the lowest three primary school years, or in corresponding classes in ungraded schools shall each year be instructed in this subject orally, for not less than three lessons a week for ten weeks in each year, by teachers using text-books adapted for such oral instructions as a guide and standard.

The school authorities shall provide needed facility and definite time and place for this branch in the regular course of study.

The text-books in the pupils' hands shall be graded to the capacities of the fourth year, intermediate, grammar and High School pupils, or to corresponding classes as found in ungraded schools.

For students below High School grade such text-books shall give at least one-fifth of their space, and for students of the High School grade shall give not less than twenty pages to the nature and effects of alcoholic drinks and narcotics. The pages on this subject, in a separate chapter at the end of the book, shall not be counted in determining the minimum.

SEC. 2. In all normal schools, teachers' training classes and teachers' institutes adequate time and attention shall be given to instruction in the best methods of teaching this branch, and no teacher shall be licensed who has not passed a satisfactory examination in this subject and the best methods of teaching it.

SEC. 3. Any school officer or officers who shall fail to comply with the provisions of this act shall forfeit and pay for each offense the sum of not less than five dollars nor more than twenty-five dollars.

Text Books Used.

ROOM 1.

Cyr Primer; Cyr First Reader; Harper's First Reader.

ROOM 2.

Cyr Second Reader; Normal Second Reader, furnished; Harper's Second Reader; Copy Book No. 2; Long's Language Lessons No. 1.

ROOM 3.

Harper's Third Reader; Cyr Third Reader; Normal Third Reader, furnished; Long's Language Lessons No. 2; Prince's Arithmetic No. 2; Copy books Nos. 3 and 4.

ROOM 4.

Stickney's Fourth Reader; Lyte's Elementary Grammar; White's Elementary Arithmetic; Natural Elementary Geography; Young People's Physiology; Reed's Word Lessons; Copy Books Nos. 4 and 5.

ROOM 5.

Harper's Fourth Reader; Natural Elementary Geography; Lyte's Elementary Grammar; Eggleston's History, B; White's Elementary Arithmetic, B; White's Complete Arithmetic, A; Copy Books Nos. 6 and 7; McMaster's United States History, A; Lessons in Hygiene.

ROOM 6.

Tracy's Outlines of Anatomy, Physiology and Hygiene; English Classics, selected; Harper's Fifth Reader; McMaster's United States History; White's Complete Arithmetic; Natural Advanced Geography; Baskerville & Sewell's Grammar; Reed's Word Lessons.

HIGH SCHOOL.

Wells' Academic Algebra; Hutchinson's Physiology; Saddler-Rowe Budget Book-Keeping; Myers' General History; Davis' Physical Geography; Hart's Rhetoric; Gray's School and Field Botany; Wentworth's New School Geometry; Steele's Physics, also Avery; Steele's Zoology, also Packard; McCleary's Civics, also Barton, Andrews, Trowbridge; Laughlin's Political Economy; Todd's Astronomy; Collar and Daniel's Latin; Harkness' Latin Grammar; Harkness' Caesar; Harkness' Cicero.

List of Graduates.

NAME AND RESIDENCE.	CLASS.
*Axton, Fred D., dentist, Craftonville, Cal.....	'83
Anderson, Lola, teacher, Homer, Ia.....	'93
Anderson, E. Grace, teacher, Homer, Ia.....	'95
Anderson, Daisy L., stenographer, Homer, Ia.....	'00
Bennett, Emanuel, clerk, Maroa, Ill.....	'83
Barndt, Fred, with C. B. & Q. R. R., Galesburg, Ill.....	'86
Beatty, Minnie, (Mrs. C. H. Stoutenborough), Maroa, Ill.....	'86
Beatty, Mary, (Mrs. W. F. Hill), Waukesha, Wis.....	'88
Bowden, Anna, (Mrs. David Frank), Maroa, Ill.....	'88
Brake, Mertice, (Mrs. Will Gregory), St. Louis, Mo.....	'91
Brake, Frank O., painter, Decatur, Ill.....	'93
Biddle, Wm. R., printer, Decatur, Ill.....	'94
Bowden, Raymond, printer, Clinton, Ill.....	'94
Bogle, Will B., sign writer, Chicago, Ill.....	'94
Bogle, J. Frank, clerk, Maroa, Ill.....	'95
Bean, Fred J., city clerk, ".....	'96
Bennett, Florence, Maroa, Ill.....	'98
Bennett, Jessie, Maroa, Ill.....	'98
Barr, Nellie, Maroa, Ill.....	'98
Bennett, Edwin, clerk, Maroa, Ill.....	'99
Covault, May, (Mrs. W. H. Schultz), Forsyth, Ill.....	'83
Conover, Estella, (Mrs. George Robinson), San Francisco, Cal.....	'83
Compton, Minnie I., (Mrs. Frank Cooper), Decatur, Ill.....	'85
Covault, Della, (Mrs. J. M. Arrington), Champaign, Ill.....	'86
Compton, Agnes, (Mrs. G. S. Edmonson), Clinton, Ill.....	'89
Champney, Nan, Clinton, Ill.....	'93
Cooper, Linnie, (Mrs. G. W. Weyl), Maroa, Ill.....	'93
Cox, George.....	'94
Covault, Viola Faye, (Mrs. Jesse Pride), Maroa, Ill.....	'94
Cade, Nellie Edith, (Mrs. Fred O. Wikoff), Maroa, Ill.....	'95
Compton, Lillie M., Maroa, Ill.....	'95
Covault, Bert M., pharmacist, Denison, Ia.....	'98
Crouch, Rolla O., Chicago Dental College, Chicago, Ill.....	'99

Cade, Lizzie, Maroa, Ill.....	'99
Dinwiddie, Nellie, stenographer, Chicago, Ill.....	'85
Dinwiddie, Lena, stenographer, Chicago, Ill.....	'88
Dinwiddie, Virginia, (Mrs. C. E. Piper), Monticello, Ill.....	'93
Dill, Harry W., printer, Cisco, Ill.....	'95
Delaney, Lida M., (Mrs. Cornie Braden), Maroa, Ill.....	'96
Elliott, Marcy, (Mrs. Harry Pence), Augusta, Ill.....	'93
Ford, Ella, teacher, Maroa, Ill.....	'88
*Fry, Homer, medical student, Maroa, Ill.....	'89
Ford, Jennie, teacher, Clinton, Ill.....	'94
Funk, Fern F., Maroa, Ill.....	'98
Gray, D. N., banker, Maroa, Ill.....	'86
Gault, Lora, nurse, City Hospital, Indianapolis, Ind.....	'93
Gibson, Edward L., McCormick Seminary, Chicago, Ill.....	'95
Gault, Georgia E., Minneapolis, Minn.....	'01
Humphrey, Julia, (Mrs. John Grau), Spiceland, Ind.....	'88
Hardin, John, teacher, Radford, Ill.....	'92
Hehir, Edward, telegraph operator, Philo, Ill.....	'92
Happer, Nelle, (Mrs. John Harrison), Farmingdale, Ill.....	'93
Hooker, Henry Kent, Hauneman Medical College, Chicago, Ill.....	'94
Huff, Leilah E., Maroa, Ill.....	'01
Jones, Clara, (Mrs. Charles T. Johnston), Decatur, Ill.....	'83
Jones, Stella, (Mrs. John Jump), Maroa, Ill.....	'92
*Jones, Charles J., undertaker, Leroy, Ill.....	'94
Jones, Fred H., stenographer, Monticello, Ill.....	'95
Jump, Samuel C., Maroa, Ill.....	'01
Kempshall, Agnes, (Mrs. Henry Kirchoff), Farmer City, Ill.....	'91
Kerwood, Marion, farmer, Maroa, Ill.....	'95
Lee, Lottie L., (Mrs. A. J. Travis), Pana, Ill.....	'91
Leach, Clarence W., clerk, Maroa, Ill.....	'98
Leach, Emma O., Maroa, Ill.....	'99
Liming, Perry O., teacher, Maroa, Ill.....	'00
Moyer, Drusilla, (Mrs. E. W. LaMon), Decatur, Ill.....	'85
Moyer, Blanche, teacher, Maroa, Ill.....	'86
Mayall, Vada, teacher, Elgin, Ill.....	'91
McClung, Gertrude, (Mrs. C. C. McLean), Dayton, O.....	'91
Mayall, Mary E., teacher, Argenta, Ill.....	'93
Miller, B. Frank, farmer, Maroa, Ill.....	'93
Meacham, Kate L., clerk, ".....	'94
Moone, Maude, Audubon, Ia.....	'98
Mayall, Ida L., teacher, Oreana, Ill.....	'98
McGuire, Will C., farmer, Maroa, Ill.....	'99

Malone, John A., book-keeper, Cisco, Ill.....	'99
Mayall, Roy W., Oreana, Ill.....	'99
Mayall, Ethel, Oreana, Ill.....	'01
Nesbitt, Robert E., veterinarian, Maroa, Ill.....	'91
Nesbitt, Nina J., (Mrs. John Giffin), Morse, La.....	'94
Nesbitt, Lelah M., Maroa, Ill.....	'00
Persinger, Rolland E., book-keeper, Maroa, Ill.....	'89
Potter, Daisy, telephone operator, Maroa, Ill.....	'92
Reed, Ella, music teacher, Nevada, Ia.....	'83
Smith, Arra M., book-keeper, Maroa, Ill.....	'86
Sigler, Clarence W., traveling salesman, Decatur, Ill.....	'86
Smith, Lura, (Mrs. Howard Blair), Lyons, Kan.....	'89
*Sigler, Stella, stenographer, Chicago, Ill.....	'89
Stoutenborough, C. W., farmer, Maroa, Ill.....	'92
Sigler, Bess, nurse, Chicago, Ill.....	'93
Swan, Lillian G., teacher, Maroa, Ill.....	'94
Swan, May, teacher, Maroa, Ill.....	'94
Smart, Lottie, book-keeper, Maroa, Ill.....	'94
Smelz, Jean, (Mrs. Bert E. Pinkerton), Lincoln, Ill.....	'94
Stoutenborough, Harry, liveryman, Maroa, Ill.....	'94
Smith, Leilah, book-keeper, Lyons, Kan.....	'94
Stubblefield, Pearl, (Mrs. D. S. Anderson), Maroa, Ill.....	'95
Swan, Florence, teacher, Maroa, Ill.....	'98
Sterling, Martha, teacher, Maroa, Ill.....	'98
Stoutenborough, Norma B., book-keeper, Maroa, Ill.....	'99
Spooner, Charley J., painter, Maroa, Ill.....	'99
Sterling, Louis S., optician, Maroa, Ill.....	'99
Shewmaker, Vida, N., teacher, Maroa, Ill.....	'00
Smelz, Draxie, Maroa, Ill.....	'01
Sterling, Ernest G., clerk, Maroa, Ill.....	'01
Tozer, Ella, (Mrs. T. H. McDowell), Iola, Kan.....	'83
Totten, Bertha, (Mrs. David Rainey), Weldon, Ill.....	'88
Walter, Benj. F., grain dealer, Decatur, Ill.....	'83
Waller, Bruce, painter, Maroa, Ill.....	'84
Welch, Ed, mail carrier, Decatur, Ill.....	'89
Wysong, Gertrude, teacher, Maroa, Ill.....	'91
Wilson, Alice, (Mrs. Leon Kirk), Clinton, Ill.....	'94
*Weddle Walter, brakeman, Clinton, Ill.....	'93
Wysong, Max, printer, Maroa, Ill.....	'94
Wykoff, Fannie I., (Mrs. C. T. Smallwood), Maroa, Ill.....	'95
Wikoff, Fred O., book-keeper, Maroa, Ill.....	'95
Wysong, Gay, teacher, Maroa, Ill.....	'00
Young, Eva, (Mrs. Fred A. Snider), Helena, Mon.....	'86

* Deceased.

History

OF MAROA PUBLIC SCHOOLS.

EARLY SETTLEMENT OF MAROA.

The first settlement of Maroa and Maroa township followed closely the building of the main line of the Illinois Central railroad. Late in the year 1855 the road was completed, and in January 1856 the line was opened for freight traffic and passenger service. The first permanent building erected in what is now Maroa was the railroad depot, and the elder John Crocker came from Jacksonville, Ill., and with his family occupied the building, and Mr. Crocker was installed as the first agent of the company at this point and served for many years in that capacity. The second building was a two-story frame at the corner of First South and Walnut streets, erected by Garrett Schenck. The building was begun late in 1855 and was completed the following spring, though it was occupied during the winter of 1855-6 without being plastered. This building was built for a boarding house and has been used continuously as such ever since, and Mr. Schenck has made his home there all these forty-six years. Maroa was laid out and named by the railroad company. It is now a pretty and progressive little city. It is located in the northern part of Macon county, and is surround by a beautiful and finely improved agricultural country of marvelous fertility. The township in which it is located was given the same name as the village.

FIRST SCHOOL—IN PRIMITIVE QUARTERS.

From the foregoing it will be seen that at the opening of 1856 there were but two families in Maroa—those of John Crocker and Garrett Schenck. But from that time on, settlers from other states and from other parts of Illinois located in the village and the immediate vicinity and the population increased rapidly. The first public school in Maroa was in 1858-9. No school building had been erected yet, but by that time there were nearly two dozen children and persons of school age in the village and immediate neighborhood, and the people realized the necessity of providing them the means of acquiring a common school education. The only vacant building in the town was a frame structure which had been the quarters of the construction gangs when the railroad was built, and abandoned when that work was completed. This building stood on the

east side of the railroad on the railroad right of way west of the Thomas Hedger residence, later known as the Thayer property. The building was fitted up where it stood, and in the fall of 1858 there was opened in it the first public school ever held in Maroa. The teacher was Robert Collins. The Board of Directors were Joseph Jones, Garrett Schenck and O. J. Harlan, (the two last named are still living). The pupils of this first school were: Joseph K. Jones, Charles L. Jones, Mary Jones and Esther Jones, all children of Joseph Jones; Peter Walter and Nathan Walter, sons of Wm. R. Walter; Mike Grady, Ed Grady and Mary Ann Grady, children of Patrick Grady; Harriett Hedger and Elizabeth Hedger, daughters of Thomas Hedger; John Schenck and Charles Schenck, sons of Garrett Schenck; Henry Barger and three sisters, Malinda, Maria and Sarah Barger; Elias Rogers, Alec Rogers, Will Rogers and Pursis Ann Rogers. (The foregoing list of pupils may not be absolutely correct, but the list is furnished by a half dozen persons who were pupils in the school and they substantially agree as to its accuracy). There are no records of the schools in existence covering the time prior to 1862, and it has required much time and labor to gather the necessary data for the history of these early years. Fortunately it has been possible to gather sufficient data to make the history quite complete, but it has been the purpose to include only such matter as has been sufficiently authenticated to give it historic value.

FIRST SCHOOL HOUSE—BUILT 1859.

The building in which this first school was held was used only for the one school year. Mr. Hedger then moved it to his premises a few rods east and attached it to the north side of his house for a kitchen, and it was so used until torn down a few years ago. But a new school house was built during the summer of 1859, and was ready for the opening of school in the fall of that year. The building was a frame, and the location was lot 3 in block 8, being the north part of the ground on which the present school buildings stand. The lot was bought of the Associate Land Company, a corporation with headquarters in Massachusetts, and it is a noteworthy fact that the deed to this lot was executed and acknowledged at the town of Salem, renowned for its witchcraft persecutions during colonial times. The carpenter work on the new school house was done by R. J. Roberts and his brother-in-law, the late Maj. George R. Steele, both of Decatur. A. D. Wysong of Maroa did the brickwork and plastering.

SOME EARLY TEACHERS.

The village now had a school building of its own, and the first teacher to occupy it was James McCann. He taught during the school year of 1859-60. George Hawkes succeeded Mr. McCann as the teacher for the school year of 1860-1. Mr. Hawkes died of typhoid fever before the end

of the term, and it cannot be ascertained whether another teacher finished out the term or the school was closed for the year. The teacher for the next school year, 1861-2, was Miss Mary Bassett (now Mrs. G. W. Franklin of Durango, Col). In the summer of 1859 Miss Bassett taught a "select" or "subscription" school in a part of the residence of her brother-in-law, H. E. Hobart. The house is now the home of J. M. Ewing. This school was attended only by the children of Mr. Hobart, Joseph Jones and John Orr. Just why this private school was held while a public school was going on is not clear. The school in those early days, as in later years, was managed by a board of three directors. Joseph Jones, Garrett Schenck, O. J. Harlan, John Orr, John Williams and Dr. Josiah Brown served on the board prior to 1862, but the exact personel of the board for each year prior to that date cannot be determined. The original contract for the school lot is not on file, but when the deed was made, March 29, 1862, the board was composed of John Orr, Mayer Friedman and John Williams.

DAMAGED BY STORM.

On the night of March 31, 1861, (Easter Sunday) a severe wind storm struck the little village and did a good deal of damage to buildings. The new school house was lifted from its foundation and carried about ten feet to the east and quite badly racked. Temporary quarters were secured elsewhere for the school while the school building was righted and repaired by Joseph Leighty.

NUMEROUS CHANGES IN BOARD.

At this distance from the events of those times it is difficult to understand the rapid changes in the board of directors. As previously stated, the board, in March 1862, was composed of John Orr, Mayer Friedman and John Williams, as shown by the record of the deed to the school lot. But at the annual election in August of that year an entire new board was elected, composed of Dr. J. Brown, Dr. J. W. Thayer and John Kennedy. The records, which begin with August 1862, make no explanation of this sweeping change. In January 1863, Samuel Lowe was elected a director at a special election to succeed Dr. Brown, who had moved to Decatur.

MODEST BEGINNERS.

At a meeting of the School Board held Aug. 23, 1862, the tax levy for school purposes was fixed at one-half of one per cent, and the sum of \$330 was appropriated—\$275 for teachers, \$30 for fuel, and \$25 for incidental expenses. Matthew Scott was employed as teacher for the year 1862-3, and taught nine months at \$30 per month. The average attendance for the year was 34, though there were 86 persons in the school district between the ages of 6 and 21 years. Dr. Thayer was clerk of the board during this school year, The board next year were M. Friedman, clerk, O.

J. Harlan and Samuel Lowe. Matthew Scott was again employed, but resigned just before time for school to open and went to the war as a clerk in the quartermaster's department under Maj. C. F. Emery. Mr. Scott died shortly after his return from the war. A. C. Keever was employed to fill the vacancy caused by the resignation of Mr. Scott and taught six months—October '63 to April '64—at \$40 per month. The spring term of three months in '64 was taught by Miss America Madden, (now the widow of the late Stephen K. Carter of Clinton) at \$30 per month. The enrollment this year reached seventy-nine, with an average attendance during the winter months of about fifty. In the spring of 1864 Mark Tozer and J. H. Clough built a fence around the school lot, for which they received \$200.

TWO TEACHERS NECESSARY.

By the fall of 1864 the school population had so increased that two teachers had to be employed for part of the year. The board that year were M. Friedman, clerk, Dr. Thayer and O. J. Harlan. H. B. Smith was employed for nine months at \$50 per month, and Miss Mary Crawford (now Mrs. William Crabtree, of New Holland, O.) was employed as his assistant for the first six months, at \$30 per month. The enrollment reached 107. After the annual election in August, 1865, the board stood: M. Friedman, clerk, Thomas Hunter and Joseph Lingle, but Mr. Lingle died a few months later and George W. Conover was elected to succeed him at a special election held Feb. 12, 1866. H. B. Smith was again employed as teacher for the year 1865-6, at \$57.50 per month for the first six months and \$52 for the last three. Miss Tessie A. Milmine (now Mrs. Delos Kent, of San Jose, Cal., was his assistant for five months of the time at \$30 per month, and Miss Carrie F. Hunter, daughter of Thomas Hunter, a Maroa merchant at that time, was the assistant for the last three months of the term at the same salary. For the school year of 1866-7. Miss Carrie F. Hunter and Miss Etta Thomas were the teachers for the winter term, the former at a salary of \$45 per month and the latter \$35. T. W. Dunkerson and Miss Etta Thomas taught the spring term, the former receiving \$50 per month and the latter \$30.

RENTED BUILDING FOR ONE YEAR.

During the school year of 1865-6 the board rented of John Kennedy a small building located on the block east of the depot for part of the school. The assistant teachers taught in that building during that year, while Mr. Smith taught in the school building. But during the years 1864-5 and 1866-7 both teachers taught in the same room, for the school house consisted of but one large room.

PREPARING FOR NEW BUILDING.

The school population had now grown beyond the capacity of the one-room school house and a new and larger school building had to be

provided. But preliminary to this enterprise was the purchase of additional ground, and the removal of the old building. The board bought of James H. Noland, lot 4 in block 8, being the next lot south of and adjoining the one on which the first school house stood. These lots were each eighty feet front by 160 feet deep, and this made the school grounds 160 feet square. The old building was moved to what was then called "the hill." It was some part of the grounds on which Dr. W. T. McLean's residence now stands, and there the building stood during the last year it was used for school purposes, and while the new building was being erected. Before the end of the school year the old building was sold to Rufus Crocker for \$450, and the board paid him rent for the use of it the balance of the term. After it had served the purpose as a school house for eight years—1859 to 1867, the purchaser, Mr. Crocker, moved the building to the south side of the main business street, and it was thereafter used for business purposes until burned in the disastrous fire of Jan. 16, 1888, which swept away all the buildings from and including the Moser & Friedman corner, east to the brick building in which the Grady & Wagner store was then located, but now occupied by Creel's restaurant and Merry's bargain store.

BRICK SCHOOL HOUSE BUILT IN 1866.

Additional ground having been purchased and the old building moved away, work was begun on a new school building in the summer of 1866. The new building was a two-story brick of four rooms, and has been used continuously for school purposes ever since. The east wing of two rooms was added twenty-one years later. The house was not built by contract, except the brickwork. The board bought the materials and the work was done by the day. A. D. Wysong had the contract for laying the brick, and Samuel Potter superintended the carpenter work. Other carpenters working with him were William Potter, Sr., W. J. Baty and James Shackelford. The brick were bought of L. P. Morrow and Jas. L. Morrow, and were burned at the Salt creek timber. Lumber for the building was bought of Elwood & Co., of Decatur, and Burroughs & Co. of Decatur furnished the columns and other castings, including sash weights, and also the desks. The Maroa firms of Kent & Tice, Kent & Bro., Kent & Crocker, Crocker & Bro., Collins & Smith and W. H. Hartman & Bro., furnished hardware, paints, oil, glass, etc., and Rufus Crocker and M. Milmine each furnished small quantities of lumber. S. S. Barndt furnished anchors, bolts, etc. W. W. Tichnor did the plastering, and Benjamin Ball and C. Walker were the artists who did the painting. Among those who did hauling and other unskilled work were O. J. Mettlin, D. B. Bennett, F. B. Brown, W. J. Cox, C. H. Huff, Joseph Leighty, C. Belknap, Ed Grady and Amos Dill. One of these, Mr. C. H. Huff, is a member of

the present Board of Education, and his daughter was a member of the last graduating class. Part of the funds were borrowed to pay for the building—\$2000 from Dr. J. H. Axton and \$500 from the township trustees. The board under whose direction the new building was erected were M. Friedman, clerk, Thos. Hunter and Geo. W. Conover.

DR. C. A. MCLEAN THE FIRST PRINCIPAL.

It required an entire year to build and furnish the new school house, and the first term of school in it began Oct. 5th 1867. The board for that year were Geo. W. Conover, clerk, A. Franklin and John Marsh. The first principal was Dr. C. A. McLean, now of Decatur, and under his management the schools were graded as well as could be done under the circumstances. His salary was \$60 per month. His assistants were Newton Smith, brother of H. B. Smith, who received \$50 per month; Mrs. Mable R. White, \$40 per month; Miss Elizabeth Hedger, (now Mrs. H. J. Russell, of Denver, Col.) \$30 per month. The term was nine months. The only change in the corps of teachers for the next year, 1868-9, was that Miss Josie Conover, daughter of Geo. W. Conover, succeeded Miss Hedger. There was, however, a decided advance in salaries. Dr. McLean, as principal, received \$75 per month, Mr. Smith \$57.50, Mrs. White \$50 and Miss Conover \$40. There was no change in the Board of Directors. Term, nine months. Miss Conover, who taught in the schools this one year, died at Cerro Gordo, Ill., a few years later.

MR. PHILBROOK'S THREE YEARS AS PRINCIPAL.

For the school year of 1869-70 only one of the former corps of teachers was retained. Edwin Philbrook, a brother of Mrs. J. H. Crocker, was the principal; Mrs. M. R. White, first assistant; Miss Ellen C. Pilsbury, second assistant; and Miss Mary E. Cundiff, primary teacher. There was a still further advance in salaries this year. Mr. Philbrook received \$85 per month, Mrs. White \$60, Miss Pilsbury \$50 and Miss Cundiff \$45. The term was nine months. The directors were J. H. Crocker, clerk, A. Franklin and Job Race. The only change in the corps of teachers for the next year, 1870-1, was that Miss Mattie M. Nichols took the place of Miss Pilsbury. Miss Nichols afterward became the wife of William Cornwell. She and her husband are both dead. The principal received \$800 for the nine months that year, but other salaries remained unchanged. The directors were J. H. Crocker, clerk, Job Race and Jason Rogers. The corps of teachers for 1871-2 was the same as for 1869-70, except that in the meantime Miss Pilsbury had married the principal, and now returned to her former place in the schools as Mrs. Edwin Philbrook. (Mr. Philbrook died in Decatur in 1890. Mrs. Philbrook still resides in that city). The principal's salary was raised to \$100 per month, but there were no other changes in salaries. The school year was nine months. The board were J. H. Crocker, clerk, Jason Rogers and R. J. Young.

THE NEXT TWO YEARS WITNESS MANY CHANGES.

There was a change in the principalship and second assistant for the year 1872-3, also a reduction in all teachers' salaries except that of first assistant. James Kirk, of Tazewell county, was the new principal, salary \$80 per month. Assistants, Mrs. White \$60, Miss Etta Thomas \$45, Miss Mary E. Cundiff \$40. The proposition, for or against a nine months school, was submitted to a vote of the people in 1872, as had been done in 1869, and the result was in favor of a nine months term at each election. The directors during Mr. Kirk's principalship were Dr. C. A. McLean, clerk, Jason Rogers and R. J. Young. Mr. Kirk was reelected by the board as principal for the year 1873-4, but for some reason not shown by the records Mr. Kirk resigned shortly before time for the opening of school and Solon Royal, of Belvidere, Ill., now of Minneapolis, Minn., was elected to fill the vacancy. Miss Cundiff also retired at this time from the position she had occupied for four years as primary teacher. She afterward married Mr. Kirk, her former principal. Mr. Kirk is now a member of the faculty of the Southern Illinois Normal at Carbondale. Mrs. Mary Kennedy (*nee* Hedger) was elected primary teacher this year, but for some reason did not teach. Miss E. Amanda Cox (now Mrs. John Smelz, of Maroa, and a member of the present Board of Education) was elected to fill the vacancy. The corps of teachers as finally arranged for the year were: Solon Royal, principal, salary \$90 per month; Mrs. White, first assistant, \$60; Etta Thomas, second assistant, \$45; Miss Cox, primary, \$40. The board was the same as for the preceding year.

AN ADDITIONAL TEACHER REQUIRED.

Again the crowded condition of the schools made it necessary to provide more room and employ an additional teacher. A room over Dr. Axton's drug store was rented, and Miss Lizzie M. Bogle (deceased), a sister of F. L. Bogle, taught part of the younger pupils there for four and one-third months during the winter of 1874-5. Four teachers handled the schools in the brick school building the balance of the year. The building in which Miss Bogle taught was a two-story frame, belonging to John Crocker, Sr. It stood on the ground now occupied by the brick building in which the Crocker drug store and Warwick & McClimans' grocery are located. After the big fire in 1888 it was moved to the opposite side of the street. Part of it is now occupied by Mrs. Kent's millinery store, and the balance used for storage. The principal and other teachers for that year were the same and the salaries were the same as for the preceding year, though on account of sickness Mrs. White was out the last three months of the term and Miss Sabina McLean took her place. The board was also the same, except that R. E. Andrews had succeeded R. J. Young.

NEW PRIMARY ROOM BUILT IN 1875.

The summer of 1875 marked the erection of a new school house. It was a one-room frame, and was built on the rear end of the school lot, back of the main building. The proposition to build a new school house was submitted to a vote of the people at a special election held July 3, but only twenty-one votes were cast—twenty for, and one against, the proposition. The board awarded the contract to furnish materials and build the new house to William Cornwell, the lowest bidder, for \$538.50, not including the desks, foundation or painting. Subsequently the contract for the painting was awarded to Ris Williams for \$58, and Leavitt & Russell furnished the desks. The contractor bought the lumber of John Crocker, Sr., and the hardware of Hartman Bros. W. D. Robinson and J. A. Huffman did work on the building. When school opened in the fall the new house was made the primary department, and it has been used for that purpose ever since, except that for the first two years after the east wing of the brick building was erected the frame house was not needed, and remained closed. It is the south room of the present frame school building. Another room was built in 1896, for the second primary.

MISS SABINA MCLEAN GIVEN NEW ROOM.

Miss Sabina McLean, daughter of the first principal, and sister of Dr. W. T. McLean, was the first teacher in the new building. There was a readjustment of teachers and some change in salaries this year. Mr. Royal remained as principal at \$90 per month. Mr. F. C. Brown had the grammar room at \$50, Etta Thomas second intermediate at \$45, Mrs. White first intermediate at \$50, Sabina McLean primary at \$30. The directors were W. J. Compton, clerk, Jason Rogers and R. E. Andrews. Term nine months. The first insurance ever placed upon the school property was written in 1875 by Judson J. Hough. The teachers were the same for the next year, 1876-7, as for the preceding year, and the salaries remained the same, except that of Miss McLean was raised from \$30 to \$40.

MR. BROWN AND MISS MCLEAN RESIGN.

F. C. Brown resigned his position in the grammar department at the end of his second year, and was succeeded by E. J. Carter. Mr. Brown was fatally injured in a runaway on the main business street of the city June 24, 1891. He was a member of the Board of Education at the time, and the board passed resolutions of sorrow and condolence at its first meeting after his death. Miss Sabina McLean was reelected to her position in the primary department at the end of her second year, but resigned before school opened on account of failing health, and Mrs. Martha Hall, of DeWitt county, was elected to fill the vacancy. Miss McLean died the following spring. The corps of teachers and their salaries as finally arranged for the year 1877-8 were as follows: Solon Royal, principal, \$90

per month; E. J. Carter, grammar department, \$50; Etta Thomas, second intermediate, \$45; Mrs. White, first intermediate, \$50; Mrs. Hall, primary department, \$45. For some reason not shown by the records Miss Jennie Hartman taught the last fifteen days of this term in Mrs. Hall's stead. The directors at the beginning of the year were: W. J. Compton, clerk, John Orr and B. W. Campbell. Mr. Orr resigned in November, but no election was held to fill the vacancy until the regular election in the following April.

The stately maples which add their beauty and comfort to the school premises were planted there in April, 1878, under the personal supervision of Mr. W. J. Compton, clerk of the Board of Directors. Mr. Compton stated in the minutes that the twelve trees were from four to five inches in diameter, were bought of W. T. Cooper at 50 cents each, and selected from Mr. Cooper's grove in the west part of town. John R. Hoover and Alex Rogers dug up and replanted and boxed the trees, and received the sum of \$5.20 for their labor. Mr. F. C. Brown had previously furnished thirty-two maple trees which were planted on the school grounds in 1873, but they seem to have perished from some cause or other.

MISS THOMAS RETIRES AND A FORMER TEACHER RETURNS

Miss Etta Thomas retired at this time from the position which she had held for six years, and soon after moved with her family to Clay Center, Neb., where she still resides with her aged mother. Mrs. William Cornwell was elected to succeed Miss Thomas. Mrs. Cornwell was formerly Miss Mattie M. Nichols, and taught in the same department in 1870-71, during Mr. Philbrook's second year as principal. Miss Sarah E. Sanderson, of Decatur, (now Mrs. William Wilson, of Pana, Ill.) succeeded Mrs. Hall as primary teacher. The teachers and salaries for this year, 1878-9, were: Solon Royal, principal, \$90; E. J. Carter, grammar department, \$50; Mrs. Cornwell, second intermediate, \$40; Mrs. White, first intermediate, \$50; Miss Sanderson, primary department, \$35. Mrs. Cornwell's health failed, however, and she resigned during the term. Mrs. Hall, who taught in the primary department the preceding year, finished out the last three and a half months in her stead, but was paid an additional \$5 per month on salary. Mrs. Cornwell moved to Kansas in the hope that her health would improve, but she died not long after going there. The school board were J. H. Crocker, clerk, B. W. Campbell and Samuel Potter. Term nine months.

AN ERA OF ECONOMY.

An era of low salaries and other economic measures was inaugurated in 1879 which reached low water mark two years later. The teachers and their salaries for the year 1879-80 were as follows: Solon Royal, principal, \$80; E. J. Carter, grammar department, \$45; Sarah E.

Sanderson, second intermediate, \$40; Mrs. White, first intermediate, \$40; the late Miss Anna Moyer, primary department, \$25. The board were John Longstreet, clerk, B. W. Campbell and Samuel Potter. Term nine months.

The same corps of teachers were retained for the next year, 1880-81, except Miss Sanderson, who was succeeded by Miss Ella Wikoff. Miss Wikoff was a niece of Peter and Lemuel Wikoff of Maroa. She married a man named Rufus Ishbaugh, who died in 1884. She is still a widow and resides at Lyons, Kan. The principal's salary was put back to \$90 this year, and Miss Moyer's salary was raised to \$30, but for the first time in the history of the schools the term was cut down from nine to eight months. Mr. Carter resigned in January, and George K. Smith, of Bloomington, finished out the term in the grammar department. Immediately after his resignation Mr. Carter took a position in the office of Thos. N. Leavitt, where he remained for fourteen years. He is at present the editor and publisher of the Maroa News. The directors were the same this year as for the previous year.

THE YEAR OF LOWEST SALARIES.

At a meeting held May 10, 1881, the board decided upon the following scale of salaries for the ensuing term of eight months: Primary teacher, \$30; first and second intermediates, \$35 each; grammar room, \$40; and not to exceed \$75 for principal. There seems to have been some trouble in getting teachers at these prices, but the following finally accepted: J. T. Sutton, of Champaign, principal; Miss Anna E. Russell, of Decatur, (now Mrs. William White, of Knoxville, Tenn.) grammar room; Miss Mary F. Beatty and Mrs. Mable R. White, second and first intermediates; Anna Moyer, primary. Miss Beatty was a sister of Geo. H. Beatty, who became principal of the schools the following year. She afterward became the wife of J. W. Coultas, who was superintendent of the Clinton schools for several years, and now resides at Valparaiso, Ind. Directors this year, B. W. Campbell, clerk, John Longstreet and John Marsh.

THE REACTION—MORE GROUND PURCHASED.

There was a reaction the following year, and teachers were paid better salaries. Only two of the teachers of the previous year were retained, Mrs. White and Miss Moyer, and the former was transferred from the first to the second intermediate department. The teachers and salaries for this year, 1882-3, were Geo. H. Beatty, principal, \$80; W. G. Martin, grammar room, \$45; Mrs. White, second intermediate, \$45; Miss Clara Moyer, first intermediate, \$30; Anna Moyer, primary, \$40.

At a meeting of the board held April 3, 1882, it was decided that the question of purchasing of H. S. Bennett, for \$500, two acres of ground

lying east of and adjoining the school lots, should be submitted to a vote of the people at the annual election to be held later in the month, said land to be used for school purposes. The proposition to buy the land carried, the vote being 76 for and 44 against it. W. H. Conover was elected at the same time to succeed John Longstreet as a member of the board. The directors that year were B. W. Campbell, clerk, John Marsh and W. H. Conover. The board immediately had the recently-purchased ground fenced, and subsequent boards have planted trees and otherwise improved and beautified it, until it has become an attractive campus with ample shade, and affords plenty of room for exercise.

THE FIRST GRADUATING CLASS.

The schools took on yet another dignity this year. The High School feature was inaugurated, and in May, 1883, the first class was graduated. The graduating exercises were held in the old M. E. church, and much importance attached to the occasion, from the fact that it marked an epoch in the history and progress of the schools. The class numbered eight, as follows: May Covault, Clara Jones, Ella Reed, Emanuel Bennett, Estella Conover, Ella Tozer, Fred D. Axton and Benj. F. Walter. The class motto was "Labor Conquers All Things."

NO GRADUATES IN 1884—MRS. WHITE MAKES A RECORD.

All of the teachers of the preceding year were reemployed for 1883-4, and Mr. Beatty's salary was raised to \$90 per month and Mr. Martin's to \$50. The board also was the same as for the preceding year. Mr. Martin, however, resigned at the end of the second month, and Mrs. J. C. Lyons, now of Chicago, taught the grammar room the balance of the year. There was no graduating class in 1884. Mrs. White retired at this time, after a continuous service as teacher of seventeen years, having begun her work in 1867 as one of the first corps of teachers in the new brick school house, under the principalship of Dr. C. A. McLean. No other teacher has ever taught so long a time in these schools, and for most of the time she was paid a salary from \$5 to \$10 per month higher proportionately than other subordinate teachers received. Mrs. White resumed her work in the schools two years later, but for one year only, and then retired permanently. She now resides at Lafayette, Ind.

NEW TEACHERS—FOUR GRADUATES IN 1885.

There were two new teachers in the schools the next year, and Anna Moyer was transferred from the primary to the second intermediate department, at an increased salary. Anna E. Russell, who taught in the second intermediate room during Mr. Sutton's year as principal, returned to the school again. The teachers and salaries for the year 1884-5 were Geo. H. Beatty, principal, \$90 per month; Anna E. Russell, grammar room, \$50; Anna Moyer, second intermediate, \$45; Clara Moyer, first in-

termediate, \$35; Miss Estella Conover, (now Mrs. George Robinson of San Francisco, Cal.) primary, \$30. The directors at the beginning of this school year were B. W. Campbell, clerk, W. H. Conover and W. M. Phares, but Mr. Campbell resigned and moved to Clay Center, Neb., where he still resides, and at a special election Sept. 13, 1884, H. B. Smith was elected to fill the vacancy, and Mr. Conover became clerk of the board. Mr. Smith had been one of the pioneer teachers, teaching in the original frame school building from October, 1864, to July, 1866. He was subsequently one of the leading business men of Maroa for thirty years, and now resides at Lyons, Kan. The graduating class numbered four this year, as follows: Minnie I. Compton, Nellie Dinwiddie, Drusilla Moyer and Bruce Waller. The class motto was "*Omnia Vincit Labor.*" The commencement exercises were held in the opera house, which had recently been completed, and all of the classes following have held their exercises in the same place.

MR. BEATTY'S LAST YEAR—EIGHT GRADUATES.

Mr. Beatty was again reemployed as principal at the same salary. This made his fourth and last year. Mr. Beatty is now a farmer, and resides near Stonington, Ill. W. K. Hoover succeeded Anna E. Russell in the grammar department, salary \$50; Miss May Covault (now Mrs. W. H. Schultz, of Forsyth, Ill.) succeeded Anna Moyer in the second intermediate department, salary \$35; Stella Conover was transferred from the primary to the second intermediate to succeed Clara Moyer, salary \$35, and Anna Moyer was returned to the primary room at \$45. The board this year, 1885-6, were W. M. Phares, clerk, H. B. Smith and Dr. J. W. Smith. Eight graduated this year, as follows: Della Covault, Blanche Moyer, Arra M. Smith, D. N. Gray, Eva Young, Minnie Beatty, Fred Barndt and Clarence Sigler. Class motto, "*Ad Astra Per Aspera.*"

NEARLY A CLEAN SWEEP—NO GRADUATES IN 1887.

When the list of teachers for the 1886-7 was completed it contained but one out of the five who had taught the previous year. B. F. Shipley was the new principal, salary \$80 per month; Mrs. Lenora Phelps, wife of Dr. G. M. Phelps, and now living at Kankakee, Ill., was elected to the grammar room, salary \$50; H. G. Kepler, now a clerk in the Illinois Central freight office at Decatur, second intermediate, \$45; Mrs. White returned after two years absence from the schools and was given the first intermediate at \$45; Anna Moyer remained in the primary room at \$45. Mrs. Phelps remained in the schools only two or three months. She resigned on account of poor health, and Miss Mabel Kent, of Clinton, finished out the term in the grammar room. Miss Kent is now a professional nurse, and has been head nurse in a hospital in Montreal, Canada, for some time. The directors this year were Dr. J. W. Smith, clerk, W. M. Phares and M. P. Funk. There was no graduating class.

TWO-ROOM ADDITION TO BRICK BUILDING.

At the annual election in April, 1887, the question of issuing bonds to the amount of \$2500 for the purpose of erecting an addition of two rooms to the brick building, and putting in a furnace to heat the building, carried by a vote of 162 to 10. Mr. Phares was elected to succeed himself at that election, so the board stood the same as for the preceding year. The board advertised for bids and awarded the contract for building the addition to D. W. Craig and T. W. Cooper, they being the lowest bidders. Their bid was \$1974, they to furnish all materials. They signed a bond in the sum of \$4000 for the faithful performance of their contract, their sureties being Lewis Bennett, John Smelz, Samuel Craig and B. T. Jameson. The furnace was put in by Boyington & Richardson for the sum of \$485. H. S. Champney was given the position of janitor at this time, Mrs. Polly Williams having held that position since 1878. Mr. Champney held the place for three years.

ANOTHER TEACHER NECESSARY—SIX GRADUATES IN 1888.

The new addition of two rooms to the brick school building was completed in time for the opening of school in the fall of 1887. This made six rooms in the brick building, and six teachers had been provided, the schools having become too crowded for five teachers to handle. The frame building was closed for the time being, but two years later it had to be opened for use again. B. F. Shipley was reelected principal for the year 1887-8 at a salary of \$85, an advance of \$5 per month. Miss Dora Lee, of Fayette county, who had for several years been principal of a ward school at Braidwood, Ill., was elected to the position of first assistant, at a salary of \$50. H. G. Kepler was given the grammar room this year at \$50. Miss Nora Palmer (now a teacher in the Chicago public schools) had the second intermediate at \$45. Miss Florence McVey (now Mrs. F. W. Custer, of Pontiac, Ill.) presided in the first intermediate at \$45, and Anna Moyer again had the primary room at \$45 per month. The graduates numbered six this year, all girls, as follows: Mary Beatty, Julia Humphrey, Anna Bowden, Lena Dinwiddie, Berta Totten and Ella Ford. Class motto, "Not Finished, But Begun." An incident of this school year was the marriage of Mr. Shipley and Miss Lee, during the holiday vacation.

THREE GO, THREE STAY—SIX GRADUATES IN 1889.

Only three of the teachers of the preceding year were retained for the year 1888-9. Mr. and Mrs. Shipley and Anna Moyer remained in their former positions, and Mr. Shipley's salary was advanced to \$90. Miss Fannie B. Edmiston was elected to the grammar room at \$50; Miss Anna M. Smith, of Oconee, to the second intermediate, \$45, and Miss Maud Lemon, of Bloomington, first intermediate, \$45. Miss Edmiston has been a book-keeper in Chicago most of the time since leaving Maroa. Miss Smith is now Mrs. Harvey Brown, and resides at Auburn, Ill. Miss Lem-

on is yet a teacher, and still resides with her parents at Bloomington. It might be stated here that W. K. Hoover, who taught in 1885-6 is now a practicing physician at Lovington, Ill. He is a son-in-law of J. P. Bean, of Maroa. The directors this year were W. M. Phares, clerk, M. P. Funk and S. C. Crowell. The graduates again numbered six. They were: Agnes L. Compton, Lura Smith, Rolland E. Persinger, Ed Welch, Homer Fry and Stella Sigler. Class motto, "Not How Much, But How Well."

THE FRAME BUILDING REOPENED—NO GRADUATES IN 1890.

For the year 1889-90 the little frame school house had to be used again, after being closed for two years, and an additional teacher had to be employed, the schools having outgrown the capacity of the brick building. Mr. and Mrs. Shipley, Fannie B. Edmiston and Anna Moyer were retained as teachers, but Miss Moyer was transferred from the first to the second primary department. She really remained in the same room where she had taught the past two years, but her pupils were one grade higher, the first primary pupils occupying the frame building. Miss Julia Humphrey was placed in charge of the first primary, Miss Agnes Compton (now the wife of Dr. G. S. Edmonson, of Clinton) of the first intermediate, and Miss Anna Bowden (now the wife of David Frank, of Maroa) of the second intermediate. These three new teachers each received \$40 per month. The salaries of the other four remained the same as for the previous year. The directors were W. M. Phares, clerk, S. C. Crowell and E. P. Bowden. There were no graduates this year.

FIRST BOARD OF EDUCATION.

The population of the town had now reached a point where by law the management of school affairs should pass from a board of directors to a Board of Education, consisting of a president and six members. At the regular election in April, 1890, the first board was elected, as follows: Dr. E. A. Morgan, president; members, A. J. Lutz, Albert Furman, Theodore Schafer, F. C. Brown, J. G. Happer and Charles Huff. At the first meeting of the board for organization the six members decided by lot the length of time each should serve, with the following result: Lutz and Furman, three years; Schafer and Brown, two years; Happer and Huff, one year. A. J. Lutz was elected clerk of the board, and the salary for that service was placed at \$50 per year. For the preceding ten or twelve years the board of directors had allowed the clerk \$25 a year. Prior to that time the clerks performed their services gratuitously. President Morgan divided the six members into two committees: Huff, Schafer and Lutz, on buildings and grounds; Brown, Happer and Furman, on supplies.

STEAM HEATING PLANT—NEW JANITOR.

The attempt to heat the brick building by a hot air furnace the past three years had not been successful, and one of the first important problems taken up by the new Board of Education was the advisability of put-

ting in a steam heating plant. This was finally decided upon and a plant with horizontal boiler, and costing \$1175, was put in by W. L. Oakes, of Decatur. The putting in of a steam heating plant made a change in the janitorship necessary. W. C. Dine was given the position, which he has held ever since, and so well adapted to the place has he proven to be that he seems to have been created especially for it. Mr. Dine's faithfulness and peculiar fitness for this important position have won him his reappointment year after year, regardless of the numerous changes in the board. He has always been popular with the superintendents and teachers, and commands the respectful obedience of pupils about the school buildings and grounds.

TEACHERS FOR 1890-91—THE GRADUATES.

The teachers for the year 1890-91, their positions in the several departments, and the salaries, were the same at the beginning as for the preceding year. But Mrs. Shipley resigned in December on account of failing health, and Miss Ella Andrew, of Pana, was appointed to succeed her. The position was a very trying one, and Miss Andrew gave it up two months before the end of the term, and Miss Lura Smith finished out the year. Miss Julia Humphrey became Mrs. Joseph Toohey two months before the end of the school year, but did not leave the school until the end of the term. Mrs. Toohey's husband was fatally injured in March, 1895, while in discharge of his duties as a fireman on the Illinois Central railroad east of Clinton. She afterward married John Grau, of Spiceland, Ind., and now resides at that place. Mrs. Shipley died Dec. 8, 1891.

The graduating class numbered seven in 1891, one lone boy and six girls, as follows: Vada Mayall, Mertice Brake, Gertrude McClung, Lottie Lee, Gertrude Wysong, Agnes Kempshall, and Robert E. Nesbitt. Henry Raab, state superintendent of Public Instruction, delivered an address at the commencement exercises, and each member of the class occupied five minutes time on the program.

FOUR NEW TEACHERS—FIVE GRADUATE IN 1892.

At the annual election in April, 1891, Dr. Morgan was reelected president, and Lemuel Wikoff and W. H. Stoutenborough were elected members of the Board of Education to succeed J. G. Happer and Charles Huff, the one-year men of the previous board. The board now stood: Dr. Morgan, president; members, Lutz, Furman, Schafer, Brown, Wikoff and Stoutenborough. But as stated on page 52, Mr. Brown was fatally injured in a runaway on June 24th of this year, dying a few days later. No special election was held to fill the vacancy. A. J. Lutz was again elected clerk, and was allowed \$50 for his services, and \$10 for taking the school census. The board decided to have an eight months term, and to employ a male teacher for room 6, his salary not to exceed \$65.

For the year 1891-2 three of the corps of teachers of the preceding year were retained, Mr. Shipley, Miss Compton and Miss Moyer, but Miss Moyer was returned to the first primary, after teaching two years in the second primary. There were four new teachers. The teachers and their salaries at the beginning of this year were as follows: B. F. Shipley, principal, \$90 per month; W. W. Kyle, room 6, \$65; Lura Smith, room 5, \$50; Clara V. Jones, room 4, \$40; Agnes Compton, room 3, \$40; Fracia Hill, room 2, \$40; Anna Moyer, room 1, \$40. But Mr. Shipley resigned at the end of the sixth month, and Mr. Kyle was promoted to the principalship for the balance of the term. Lura Smith was promoted to room 6 to succeed Mr. Kyle, and Miss Estella Craig was elected to succeed Miss Smith in room 5. Mr. Kyle, Miss Smith and Miss Craig received in these new positions the same salaries as their predecessors had received in the same positions. Mr. Kyle is still a teacher in this county. Miss Smith married Mr. C. H. Blair, of Lyons, Kan., and now resides in that city. Her husband is dead. Miss Craig teaches in DeWitt county. Miss Jones married Mr. Charles T. Johnston, of Decatur, and now resides with her husband in that city.

The class of '92 numbered five, three boys and two girls: Daisy Potter, John Hardin, Charles W. Stoutenborough, Stella Jones and Edward Hehir. Class motto, "Life Is What We Make It."

MISS MOYER RETIRES AFTER LONG SERVICE.

Miss Anna Moyer retired from the schools at the close of the term in the spring of 1892, after a continuous service of thirteen years—ten years in the first primary, two years in the second primary, and one year in the second intermediate department. This is a longer period than any other teacher has ever served in these schools excepting Mrs. Mabel R. White, who taught eighteen years, as noted on page 55. Miss Moyer was a product of the schools in which she afterward taught so long, but finished the course before the high school began to graduate classes. Subsequent to her retirement from the schools as a teacher she occupied different positions in Maroa, the first two years as editor of the Maroa News, and later as a clerk in the Moser & Friedman store. The first of August, 1897, she went to Decatur and became the cashier at the Central hotel lunch counter, a position which she occupied until the business was discontinued early in 1901. Her sudden and lamentable death at St. Mary's hospital in Decatur on March 13, 1901, is still fresh in the minds of the people. As a mark of respect to her memory, and in recognition of her services as a teacher, the schools were closed for the afternoon on the day of the funeral. Miss Moyer was succeeded as first primary teacher by Miss Kate L. Edmunds, of Normal.

At the annual election in 1892, T. P. Miller was elected president of the Board of Education to succeed Dr. Morgan, and there were three

members of the board to elect. Mr. Furman having moved from the district, Charles Huff was elected to fill out the one year of his unexpired term, and W. J. Compton and J. H. Stafford were elected for three years to succeed F. C. Brown and Theodore Schafer. The board then stood as follows: T. P. Miller, president; A. J. Lutz, clerk, Charles Huff, Lemuel Wikoff, W. H. Stoutenborough, W. J. Compton and J. H. Stafford. President Miller moved from the city in March, 1893, and the board elected W. J. Compton president for the unexpired time of one month.

MR. SHIPLEY RETIRES—BIG CLASS IN 1893.

The teachers and their salaries for the year 1892-3 were as follows: B. F. Shipley, principal, \$90 per month; Lura Smith, room 6, \$50; Agnes L. Compton, room 5, \$50; Clara V. Jones, room 4, \$40; Vada Mayall, room 3, \$40; Fracia Hill, room 2, \$40; Kate L. Edmunds, room 1, \$40. The term was eight months. Mr. Shipley retired from the principalship at the close of the term in the spring of 1893, having occupied that position for seven years. He has ever since been a practicing attorney in Maroa. He is now serving his sixth consecutive year as president of the Board of Education. Miss Vada Mayall, who taught in the schools this year, afterwards graduated from Knox college. Following her graduation she was principal of the Argenta schools for two years, and is now a teacher of Latin in the Elgin high school.

The class of '93 was the largest to graduate up to that time, numbering thirteen, ten girls and three boys, as follows: Nan Champney, Virginia Dinwiddie, Lora Gault, Bess Sigler, Alice Wilson, Walter V. Weddle, Marcy Elliott, Lola Anderson, Linnie Cooper, Mary Mayall, Nelle Happer, Frank O. Brake and B. Frank Miller. Class motto, "Love, Loyalty, Liberality." So far as the baccalaureate sermon as a feature of the commencement exercises of the Maroa High School is concerned, it was introduced at this time by Rev. J. H. Waterbury, pastor of the M. E. church. On the Sunday evening following the commencement exercises, the class of '93 attended services at the M. E. church by invitation of the pastor, who preached a sermon appropriate to the occasion. A like invitation was extended to the class of '94 by Rev. Waterbury, and the invitation was accepted. Since then the baccalaureate sermon has become a regular feature of the commencement occasion, the class selecting the minister to preach the sermon.

YEAR OF HIGHEST SALARIES—SEVENTEEN GRADUATES.

F. M. Smith was elected president of the Board of Education this year, and there were again three members of the board to elect. J. P. Bean was elected for one year to fill the unexpired term of W. H. Stoutenborough, resigned, and Peter Swan and E. P. Bowden were elected to succeed A. J. Lutz and Charles Huff. The full board were: F. M. Smith, president, Peter Swan, clerk, Lemuel Wikoff, J. P. Bean, W. J. Compton,

J. H. Stafford and E. P. Bowden. Mr. Bean, however, resigned in September.

For the year 1893-4 the teachers received the highest salaries ever paid in these schools. The teachers and their salaries were as follows: C. V. McReynolds, principal, \$900 for the term of eight months, or \$112.50 per month; Lura Smith, room 6, \$60 per month; Agnes L. Compton, room 5, \$60; Clara V. Jones, room 4, \$50; Miss Mollie Walton, (now Mrs. Charlie Ross, of Glenshaw, Pa.) room 3, \$50; Fracia Hill, room 2, \$50; Kate Edmunds, room 1, \$50. At the next meeting of the board following the election of teachers there was an effort to reconsider the action raising the teachers' salaries, but the effort failed—Bean, Bowden, Compton, and President Smith voting to sustain the previous action, and Wikoff, Stafford and Swan voting to reconsider.

The graduating class this year was the largest that has ever gone out from the High School to begin the battle of life. It numbered seventeen, nine girls and eight boys, as follows: Lillian Swan, Jennie Ford, Kate Meacham, Nina J. Nesbitt, Lottie Smart, Jean Smelz, Leilah Smith, May Swan, Viola Covault, W. R. Biddle, Raymond Bowden, George Cox, Henry K. Hooker, Charles J. Jones, Harry Stoutenborough, Max Wysong and Will Bogle. Class motto, "Step By Step."

TWO NEW TEACHERS—ELEVEN GRADUATE IN '95.

Dr. W. T. McLean was elected president of the Board of Education in the spring of 1894 to succeed F. M. Smith, and S. C. Crowell and J. R. Morgan were elected members of the board to succeed Lemuel Wikoff and J. P. Bean. The board, when organized, was as follows: Dr. McLean, president, Peter Swan, clerk, W. J. Compton, J. H. Stafford, E. P. Bowden, S. C. Crowell and J. R. Morgan. The teachers' salaries were dropped back this year, in most instances to about the former figure before the big raise of the preceding year. Mr. McReynolds was retained as principal at \$900, but the term was nine months, so it made his salary \$100 per month. M. L. Ullensvang was elected to room 6 at \$50, Agnes Compton to room 5 at \$50, Clara Jones to room 4 at \$40, May Swan to room 3 at \$40, Fracia Hill to room 2 at \$40, Kate Edmunds to room 1 at \$45. But Miss Jones resigned at the end of the third month, and Miss Mollie Walton, who taught in room 3 the previous year, succeeded her for the balance of the term.

The class of '95 was composed of five girls and six boys, as follows: Nellie Cade, Grace Anderson, Pearl Stubblefield, Fannie Wykoff, Lillie Compton, Marion Kerwood, Edward S. Gibson, Fred O. Wykoff, Harry W. Dill, J. Frank Bogle and Fred H. Jones. Class motto, "Thus Ends Our First Lesson." The baccalaureate sermon was preached by Rev. Preston Wood, Jr., at the M. E. church on Sunday evening, June 2.

CONCRETE WALKS AND WATERWORKS—TWO GRADUATES.

Geo. Conover succeeded Dr. McLean as president of the Board of Education the next year, and Charles Huff and John Longstreet were elected members to succeed W. J. Compton and J. H. Stafford. The board then stood: Geo. Conover, president, Peter Swan, clerk, E. P. Bowden, S. C. Crowell, J. R. Morgan, Charles Huff and John Longstreet. The improvements this year included the laying of concrete walks about the school buildings, and extending the city waterworks to the school premises.

There was a new principal and two new teachers for the year 1895-6, and some readjustment of salaries. The term was eight months. James A. Hodge was elected principal at \$80 per month; Mr. Ullensvang was re-elected to room 6 at a salary of \$450 for the term; W. H. Stonebraker succeeded Miss Compton in room 5 at \$50 per month; Miss Emma Merker succeeded Miss Walton in room 4 at \$40; Miss Swan was reelected to room 3 at \$40; Miss Hill to room 2 at \$45, and Miss Edmunds to room 1 at \$50. The salaries of Miss Hill and Miss Edmunds were an advance of \$5 per month over those of the preceding year. Mr. Hodge is still teaching in this state. After leaving Maroa Mr. Ullensvang graduated from the university of Illinois, and has since been a teacher in Wisconsin. Miss Merker taught but the one year in the city schools. She afterwards married Alpha Jones, and died in June 1899. No doubt all who were in any way connected with the schools that year will agree that it was perhaps the stormiest and least profitable term in the whole history of the schools.

The class of '96 numbered only two, Fred J. Bean and Lida M. Delaney. Class motto, "*Esse quam videri.*" The baccalaureate sermon was preached by Elder L. E. Newcomer at the M. E. church on Sunday evening, May 10.

ANOTHER ROOM BUILT.

Additional room for the schools again became an imperative necessity, and at a special election held on May 23, 1896, the question of issuing bonds for an amount not to exceed \$2000 for the purpose of building an addition of two rooms to the brick building was submitted to a vote of the people. Before the matter came to a vote, however, the people had pretty generally come to the conclusion that, considering its age and condition, it would not be wise to expend any more money on the brick building in that way, and the proposition was voted down. The only alternative for the board, under the circumstances, was to build an addition of one room to the frame building, which it had the authority to do without submitting the question to a vote, and this it proceeded to do. The contract to build the addition was awarded to M. E. Huff and W. W. Nesbitt for \$474.75, they being the lowest bidders. The desks were bought of Dona-

hue & Henneberry, of Chicago, and cost \$97.80. At the opening of school in the fall the new room was made the second primary department, and it has been so used ever since.

COURSE REVISED—NO GRADUATES IN '97.

At the annual election in April, 1896, B. F. Shipley was elected president of the Board of Education to succeed Geo. Conover, Mr. Bowden was elected to succeed himself on the board, and H. G. Kepler was elected to succeed Mr. Swan as a member of the board. The board as then organized was as follows: B. F. Shipley president, J. R. Morgan, clerk, S. C. Crowell, Charles Huff, John Longstreet, E. P. Bowden and H. G. Kepler. The term was eight months.

Another room having been provided, an additional teacher was employed, and there was also a new principal and a new high school teacher. The additional room and teacher made necessary the regrading of the schools, and the course of study was revised and the High School Course extended at this time.

The corps of teachers and the salaries as finally arranged for the year 1896-7 were as follows: D. Frank Fawcett, principal, \$90; Mrs. Sue Danly, high school, \$60; W. H. Stonebraker, room 6, \$50; Agnes L. Compton, room 5, \$40; May Swan, room 4, \$40; Mary Alsbury, room 3, \$40; Fracia Hill, room 2, (the new room) \$45; Kate L. Edmunds, room 1, \$50.

On account of the revision and extension of the High School Course as above stated, there was no graduating class in '97. In lieu of the usual commencement exercises a "Public Rhetorical" was given at the opera house by the junior class at the close of the term.

AN ASSISTANT PRINCIPAL—TEN GRADUATES IN '98.

Frank Potter and E. J. Carter were elected to succeed S. C. Crowell and J. R. Morgan as members of the board at the annual election in April, 1897. The board then stood: B. F. Shipley, president, H. G. Kepler, clerk, Charles Huff, John Longstreet, E. P. Bowden, Frank Potter and E. J. Carter.

The principal and all of the teachers of the preceding year were retained in their respective places for the year 1897-8, and at the same salaries. And in addition, an assistant principal was employed for this year. Owing to the fact that the principal would have a sufficient number of classes to employ his entire time during school hours, leaving him no time for general supervision, it was thought to be for the best interests of the schools that an assistant principal be employed, so that the principal might have some time for supervision. William Fry was elected to this position, at a salary of \$50 per month. The term was nine months.

The class of '98 numbered ten, eight girls and two boys: Florence Swan, Maude Moone, Fern Funk, Florence Bennett, Nellie Barr, Jessie

Bennett, Mattie Sterling, Ida L. Mayall, Clarence W. Leach and Bert M. Covault. Class motto, "On the Threshold." The baccalaureate sermon was preached by Rev. Jay C. Hanna at the M. E. church on Sunday evening, May 22.

It is stated at the bottom of page 64 that "the principal and all of the teachers of the preceding year were retained in their respective places for the year 1897-8, and at the same salaries." That statement is correct, except in one particular. Mr. Fawcett received \$100 per month for his second year as principal.

NO CHANGE IN BOARD—TEN IN CLASS OF '99.

B. F. Shipley was reelected president of the board for the year 1898-9, and John Longstreet and Charles Huff were reelected to succeed themselves as members, so there was no change in the board from the preceding year.

Mr. Fawcett, Mrs. Danly and Miss Alsbury retired from the schools at the close of the term in 1898. Mr. Fawcett is now principal of the schools at Rockton, Ill. Mrs. Danly, for the next three years, taught the Ridge school west of Maroa. She is now in Chicago. Miss Alsbury was an applicant and was reelected to her place in room 3, but resigned later to accept a position in the schools at Bayfield, Wis., where she is still teaching.

William Fry, who had occupied the position of assistant to Mr. Fawcett the preceding year, was advanced to the position of superintendent for the year 1898-9, at a salary of \$90 per month. W. E. Mann, of Decatur, was elected High School assistant at \$60 per month. The other teachers were: W. H. Stonebraker, second grammar, \$50; Agnes L. Compton, first grammar, \$40; May Swan, second intermediate, \$40; Daisy Potter, first intermediate, \$40; Fracia Hill, second primary, \$45; Kate L. Edmunds, first primary, \$50. The term was nine months.

The class of '99 was rather out of the ordinary, in that it was composed of eight boys and two girls, as follows: Edwin Bennett, Emma Leach, Norma Stoutenborough, Rolla Crouch, Will McGuire, Louis Sterling, John Malone, Lizzie Cade, Charles Spooner and Roy Mayall. Class motto, "No Victory Without Labor." Class colors, black and orange. The baccalaureate sermon was preached by Rev. J. F. Clearwaters at the M. E. church on Sunday evening, June 4.

SOME ALTERATIONS IN BRICK BUILDING.

The only change in the board for the next year was that Frank Stroud was elected to succeed E. P. Bowden, who had served six years and declined to again be a candidate. The board then stood: B. F. Shipley, president, H. G. Kepler, clerk, Frank Pötter, E. J. Carter, John Longstreet, Charles Huff and Frank Stroud. Important alterations were made on the second floor of the brick building during the summer of 1899. Up

to that time the High School had met in two sections—the first and second year pupils in one room, and the third and fourth year pupils in another room, each section having its own instructor. The main purpose in view in making the alterations in the building was to secure one assembly room large enough to seat the entire High School for study and general exercises, with another room for laboratory and recitations. This arrangement would put the superintendent more directly in charge over the entire High School department, and there would be the further advantage, that the High School instructors could then so arrange their work that each could take the studies which best suited his individual tastes, or to which he was best adapted to teach. Another thought was, that the first and second year pupils would more fully realize that they were now in the High School, and a new interest and greater importance would attach to their work. The assembly room was secured by removing the wall which separated the main hall from the north room of the main building. This made necessary the enlarging of the east hall, which was done by throwing a part of the room in the east wing into it. The balance of the space in the east room was made into a laboratory and recitation room. The stairway was also rebuilt and widened.

Mr. Fry was reelected superintendent for the year 1899-1900 at \$90 per month, and Mrs. Fry was elected High School assistant, to succeed Mr. Mann, at \$55 per month. Mr. Stonebraker, Miss Potter, Miss Hill and Miss Edmunds were retained in their respective places, and at the same salaries as for the preceding year. Miss Swan was promoted to the first grammar room to succeed Miss Compton, and Miss Mattie Sterling was elected to the second intermediate room to succeed Miss Swan. The salaries in those two rooms remained the same as for the preceding year. The term was nine months. Ever since leaving Maroa Mr. Mann has taught the Jones school, north of Decatur.

The class of 1900 numbered five, three girls and two boys, as follows: Lelah Nesbitt, Gay Wysong, Daisy Anderson, Perry Liming and Vida Shewmaker. Class motto, "Climb, Though the Rocks be Rugged." Class colors, blue and gold. The baccalaureate sermon was preached by Rev. C. C. Redgrave at the M. E. church on Sunday evening, May 27.

LADIES ON THE BOARD—MISS EDMUNDS RETIRES.

The annual election in the spring of 1900 marked an innovation in the Board of Education. For the first time in the history of the schools, women were elected to serve as members of that body, Mrs. W. T. McLean and Mrs. John Smelz being elected to succeed Frank Potter and E. J. Carter. At the election in 1890, when the first Board of Education was elected, there were two tickets in the field. On one of the tickets there were the names of three women and three men as candidates for members of the board, but that ticket was defeated. The records do not show that

women have ever been candidates for this office, except at the two elections above mentioned, though they may have been. The board for this year was as follows: B. F. Shipley, president, Charles Huff, John Longstreet, H. G. Kepler, Frank Stroud, Mrs. Smelz and Mrs. McLean. Mr. Kepler was again elected clerk, but he moved to Decatur during the year, and on Nov. 3 Mr. Longstreet was elected clerk to fill out the unexpired time. The school term was nine months.

Miss Kate L. Edmunds retired of her own accord at the close of the term in the spring of 1900, after an uninterrupted service of eight years in the first primary room. She was reelected to the same position for another year, but resigned a few weeks later. On December 13, 1900, she was married to Samuel A. Friedman at her home in Chicago, and now resides with her husband in Maroa. Miss Jessie Parker, of Clinton, succeeded Miss Edmunds in the first primary room for the year 1900-01, at the same salary of \$50 per month. Miss Emma Bowlby succeeded Miss Daisy Potter in the first intermediate room, salary \$40. Miss Potter is now the operator at the Maroa telephone exchange. Miss Eugenie Shinn, of Griggsville, succeeded Mrs. Fry as High School assistant, at the same salary of \$55 per month. William Fry was reelected superintendent, salary \$90 per month; W. H. Stonebraker was reelected to the second grammar room at \$50; May Swan was reelected to the first grammar room at \$45, an advance of \$5 per month; Mattie Sterling was reelected to the second intermediate room at \$40, and Fracia Hill to the second primary at \$45.

The class of '01 was composed of four girls and two boys, as follows: Draxie Smelz, Leilah E. Huff, Ethel Mayall, Georgia E. Gault, Ernest G. Sterling and Samuel C. Jump. Class motto, "With Might and Main." Class color, scarlet. Class flower, rose. The main feature of the commencement exercises was an address by Prof. Francis G. Blair, of the Eastern Illinois Normal. The baccalaureate sermon was preached by Rev. S. Elwood Fisher at the M. E. church on Sunday evening, May 26.

FOUR NEW TEACHERS—FIVE IN SENIOR CLASS.

At the election in 1901 Mr. Shipley, Mr. Longstreet and Mr. Huff were reelected to succeed themselves as president and members of the Board of Education, and J. M. Oakes was elected for one year to fill out the unexpired term of H. G. Kepler, who had moved out of the district. Mr. Oakes declined to serve, but no election was held to fill the vacancy. That left the board stand as follows: B. F. Shipley, president, Frank Stroud, Mrs. John Smelz, Mrs. W. T. McLean, John Longstreet and Charles Huff. Mr. Longstreet is the clerk.

Only four of the teachers of the previous year were retained for the year 1901-2—Mr. Fry, Miss Shinn, Miss Swan and Miss Hill. Miss Swan

was promoted to the second grammar room. The corps of teachers and the salaries for the year are: William Fry, superintendent, \$90 per month; Miss Eugenie Shinn, High School assistant, \$55; Miss May Swan, second grammar, \$50; Miss Jennie Wells, of Elwin, first grammar, \$45; Miss Antoinette L. Slemmons, of Paris, second intermediate, \$40; Miss Mary White, of Lexington, first intermediate, \$40; Miss Fracia Hill, second primary, \$45; Miss Gertrude Heller, of Normal, first primary, \$50.

This is Miss Hill's eleventh year, and her work has all been in the same grade, the second primary. Miss Swan is on her eighth year's work in the schools. The first two years were in the first intermediate department, the next three years in the second intermediate, the next two in the first grammar, and the present year in the second grammar. This is Miss Shinn's second year as High School assistant. Mr. Fry is serving his fifth year. His first year was in the capacity of assistant to Mr. Fawcett, and the next four years he has occupied the position of superintendent. Mr. Fry was educated for his chosen work at the State Normal University at Normal, and his training there has been supplemented by special courses at other institutions of learning. He possesses a state certificate. Miss Shinn and Miss Swan have first grade certificates. Miss Wells, Miss White and Miss Heller are all graduates of the State Normal University at Normal, and Miss Slemmons is a graduate of the Eastern Illinois Normal at Charleston.

Of the four teachers who retired from the schools at this time two are teaching elsewhere and two are otherwise engaged. W. H. Stonebraker is teaching the Belle Prairie school southeast of Emery. Mr. Stonebraker had taught in the same department, the second grammar, for six years. Miss Mattie Sterling is keeping books for her grandfather in Atchison, Kan. Miss Sterling had taught in the second intermediate department for two years. Miss Emma Bowlby is teaching the Parker school southwest of Maroa. She had been in the schools but one year. Miss Jessie Parker is taking a course at the University of Illinois. She taught but one year.

The senior class this year numbers five, all girls, as follows: Ivy Bowden, Emma Bogle, Ina Wykoff, Mary Kent and Elva Shewmaker.

INTERESTING COMPARISONS—TWO NAMES OMITTED.

It is interesting thus to follow the history of the schools through the forty-three years of their existence. Starting with two dozen pupils and one teacher in a rented shanty in 1858, in a village of but a few scattered houses—a mere speck upon the broad, unbroken prairie—we have seen their gradual but constant growth and development until now there is an enrollment of nearly three hundred and fifty pupils. Eight teachers must be employed, and there are then an average of more than forty pupils for each teacher. On the front cover page of this catalogue is a splendid pic-

ture of the two School Buildings, showing their relative position, and on an insert next to the title page is a fine picture of the Primary Building and Play Grounds. These buildings are not imposing in their architectural features, to be sure, but the rooms are more attractive and comfortable than might be supposed from external appearances. As previously stated, the buildings are heated with steam. The High School assembly room has electric lights and a piano, and in the lower corridor of the main building is a telephone, connecting the building with the city exchange. The schools have recently come into possession of the public library, which had been closed for several years. These books have been properly classified and listed and placed in cases in the assembly room, such as were not suitable for a school library being omitted. There are over five hundred volumes, and they will afford wholesome reading for pupils of various ages. New material and apparatus have from time to time been added to the laboratory, a large installment being received the present year. This policy will soon place the High School on the accredited list of the State University and other higher institutions of learning. The High School is attended each year by pupils from the adjacent country districts, after they have finished the work in the grades in their home schools.

On page 56 is given a list of pupils who attended the first school in the little building on the railroad right-of-way. The list should have included the names of Ella Fornoff and Emanuel Friedman. The first named is the wife of F. K. Bohrer, of Maroa. The last named possibly only attended the latter part of the term, being too young to start at the beginning. He is a son of the late M. Friedman, who served for many years as member and clerk of the board of directors during the early history of the schools.

Library.

THE FOLLOWING IS THE LIST OF BOOKS FOR CIRCULATION.

No.	Title.	Author.
1	Moral Pirates.....	Alden
2	Beautiful Joe.....	Saunders
3	Fables and Tales.....	Rochelean
4	Famous Boys.....	Webster
5	Plant Babies.....	Annie Chase
6	Black Beauty.....	Sewell
7	The Birds' Christmas Carol.....	Kate Wiggins
8	Alice in Wonderland.....	Carroll
9	Patience Strong's Outings.....	Whitney
10	Extravaganza.....	
11	Hoosier School Master.....	Eggleston
12	Great Hunting Grounds.....	Meunier
13	Rollo's Tour in Holland.....	Abbott
14	" " on the Atlantic.....	"
15	" " in Scotland.....	"
16A	" " in London.....	"
16B	" " on the Rhine.....	"
17	Morning Glories.....	Alcott
18	A Boy of Galilee.....	Annie Johnston
19A	The Jungle Book.....	Kipling
19B	Second Jungle Book.....	"
20	Six Little Rebels.....	Woods
21	Stories of Animal Life.....	Holder
22	Pilgrim's Progress.....	Bunyan
23	Grand Father's Chair.....	Hawthorne
24	Little Lord Fauntleroy.....	Burnett
25	Plant Life.....	Bass
26	Defoe's Robinson Crusoe.....	McMurray
27	Gold Foll.....	Holland
28	The Pied Piper.....	Banta
29	American Life and Adventure.....	Eggleston
30	Aesop's Fables.....	Stickney
31	Friends in Feathers and Furs.....	Johonust
32	Among the Giants.....	Neher
33	Our Gold Mines.....	
34	Hildegard's Home.....	Richards
35	Hildegard's Neighbors.....	"
36	The Strike at Shanes.....	Flanagan
37	Bow-wow and Mew-mew.....	Clark
38	Nature and History Stories.....	Hicks
39	Stories of the East.....	Baldwin
40	Peasant and Prince.....	Martineau
41	Ring a Boy.....	Warner
42	Legends from the Red Men.....	Tanner
43	Crusoe's Island.....	Brown
44	Curious Myths.....	Gould
45	Fairie Stories and Fables.....	Baldwin
46	Our Shy Neighbors.....	Kelly
47	Ulysses.....	Agnes Cook
48	Wonder Book for Girls.....	Hawthorne
49	Old Greek Stories.....	Baldwin
50	Tanglewood Tales.....	Hawthorne

51	Greek Heroes.....	Kingsley
52	Fifty Famous Stores.....	Baldwin
53	Anders's Fairy Stories.....	Anderson
54	Aesop's Fables.....	Stickney
55	Arabian Knights.....	Clarke
56	Aunt Martha's Corner Cupboard.....	Kirby
57	Crusoe in New York.....	Hale
58	Daniel Boone.....	Hartley
59	Travels Through Asia.....	Carpenter
60	Grandfather's Stories.....	Johannot
61	Swiss Family Robinson.....	Wyss
62	A Chance for Himself.....	Trowbridge
63	Doing His Best.....	"
64A	Fast Friends.....	"
64B	Jack Hazard and His Fortune.....	"
65A	Lawrence's Adventure.....	"
65B	The Young Surveyor.....	"
66	The Princess.....	Tennyson
67	Dryden's Poems.....	"
68	Lucile.....	Meredith
69	Autocrat.....	O. W. Holmes
70	Ivanhoe.....	Scott
71	Twice Told Tales.....	Hawthorne
72	Classic Tales.....	Edgeworth
73	Katrina.....	Holland
74	Poets of America.....	Cheever
75	Marmion.....	Scott
76	Saxe's Poems.....	"
77	Sketch Book.....	Irving
78	Hood's Poems.....	"
79	Lady of the Lake.....	Scott
80	The Odyssey.....	Homer
81	Commentaries of Caesar.....	Trallope
82	Virgil.....	Collins
83	The Iliad.....	"
84	Childhood.....	Johnson
85	Exile.....	"
86	Fortune.....	"
87	Laughter.....	"
88	Life.....	"
89	Heroism.....	"
90	Comedy.....	"
91	Mystery.....	"
92	Romance.....	"
93	Intelligence.....	"
94	Tragedy.....	"
95	Authors.....	"
96	Letters and Social Aims.....	Emerson
97	Moone's Poems.....	"
98	Vicar of Wakefield.....	Goldsmith
99	Mrs. Browning's Poems.....	"
100	Milton's Poems.....	"
101	Whittier's Poems.....	"
102	Byron's Poems.....	"
103	Lowell's Poems.....	"
104	American Literature.....	Matthews
105A	Bret Harte's Poems.....	"
105B	Longfellow's Poems.....	"
106	Frederick The Great.....	Carlyle
107	" " " ".....	"
108	" " " ".....	"
109	" " " ".....	"
110	" " " ".....	"
111	Mahomet.....	Irving
112	" " " ".....	"
113	Three in Norway.....	"
114	Roman Legends.....	Busk
115	Conquest of Mexico.....	Prescott
116	Hannibal.....	Abbott
117	Granada.....	Irving
118	King Richard.....	Abbott
119	Great Britain Under Victoria.....	Hodges

188	Hawthorne.....	James
189	Battle of the Books.....	Swift
190	Personal Reminiscences.....	Stoddard
191	".....	"
192	Edward Gibbon.....	James
193	Samuel Johnson.....	"
194	John Milton.....	"
195	Shelley.....	"
196	Thackeray.....	"
197	Marvel.....	The Dutchess
198	Scott.....	James
199	Roy Gilbert's Search.....	Chipman
200	Last of the Mohicans.....	Cooper
201	Grandissimes.....	Cable
202	A Man Without a Country.....	Hale
203	Vathek.....	Beckford
204	Monster of the Mine.....	Buchanan
205	Ethics of Dust.....	Ruskin
206	Circumstantial Evidence.....	Conway
207	Without a Home.....	E. P. Roe
208	The Millennial Dawn.....	"
209	American Humorists.....	Hawes
210	Chinese Gordon.....	Forbes
211	Hard Times.....	"
212	Guenn.....	Howard
213	The Wife's Tragedy.....	Fleming
214	Only One Sin.....	Bertha Clay
215	Sharing Her Crime.....	Fleming
216	Hard Times.....	Dickens
217	Pioneers and Scouts.....	Cattermole
218	Seven Lamps of Architecture.....	Ruskin
219	The Alhambra.....	Irving
220	Spanish Papers.....	"
221	Dick's Wandering.....	Sturgis
222	The Two Paths.....	Ruskin
223	David Copperfield.....	Dickens
224	Vacation.....	Hale
225	Face Illumined.....	E. P. Roe
226	Life in London.....	Hodder
227	Scarlet Letter.....	Hawthorne
228	Rutherford.....	Fawcett
229	Davy Crockett.....	Cattermole
230	Catalog.....	"
231	Reminiscences.....	Stoddard
232	Anecdotes of Thackery and Dickens.....	"
233	Reminiscence.....	"
234	Prosper Merimees.....	"
235	Memory's Rhyme.....	Miller
236	Daniel Defoe.....	Minto
237	Oliver Goldsmith.....	Black
238	David Hume.....	Huxley
239	Broken Rock.....	Kruna
240	Recollections of Lamb.....	Stoddard
241	Recollections of Knight and Raikes.....	"
242	Personal Reminiscences.....	Raikes
243	Greville Memoirs.....	Stoddard
244	Sketch Book.....	Irving
245	Miss Lou.....	E. P. Roe
246	Other People's Children.....	"
247	Emerson's Works.....	"
248	Safar Hadgi.....	Lubomirski
249	Bay Path.....	Holland
250	Guy Earlcourt's Wife.....	Fleming
251	David Copperfield.....	Dickens
252	Rhetorical Guide.....	"
253	Thackery's Works.....	"
254	Tour of the World.....	Verne
255	Woman's Worth and Worthlessness.....	Gail Hamilton
256	The Gates Between.....	Phelps
257	The Gates Ajar.....	"
258	Seven Oaks.....	Holland

259	Shifting Winds.....	
260	Addison and Milton.....	Smith
261	Salmagundi.....	Irving
262	The Millennial Dawn.....	
263	A Chance Acquaintance.....	Howes
264	Ten Times One is Ten.....	Ingram
265	That Lass O'Lowries.....	Burnett
266	The Anglomaniacs.....	Harrison
267	Blithedale Romance.....	Hawthorne
268	Burgomaster's Wife.....	Ebers
269	Luck of Roaring Camp.....	Harte
270	Among My Books.....	Lowell
271	Brant and Red Jacket.....	Eggleston
272	Through the Dark Continent.....	Stanley
273	Alpenstock.....	Rideing
274	My Novel.....	
275	Middle March.....	Eliot
276	The Two Paths.....	Ruskin
277	The Hidden Path.....	Harland
278	Lucile.....	Meredith
279	Byways of Europe.....	Taylor
280	A Famous Victory.....	
281	Sesame and Lilies.....	Ruskin
282	Children of the Abbey.....	Roche
183	East Lynn.....	Hood
284	Life in the Rocky Mountains.....	Bird
285	Afterglow.....	Anon
286	Twenty Years After.....	Dumas
287	Chautauqua Girls.....	Pansy
288	Lady of Aroostook.....	Howells
289	Opening a Chestnut Bur.....	E. P. Roe
290	The Pilot.....	Cooper
291	A Paladin of Finance.....	Jenkins
292	Only a Fiddler.....	Anderson
293	Black Beauty.....	Sewell
294	Red Rover.....	Cooper
295	Horace.....	Martin
296	Grandissimes.....	Cable
297	The Regent's Daughter.....	Dumas
298	South Sea Sketches.....	Dahlgren
299	Across America and Asia.....	Pumpelly
300	The Serpent Charmer.....	Rousselet
301	Robert Elsmere.....	Mrs. Ward
302	Waverly.....	Scott
303	The Scarlet Letter.....	Hawthorne
304	Bracebridge Hall.....	Irving
305	Ward of the Golden Gate.....	Bret Harte
306	John Halifax.....	Mulock
307	Uncle Tom's Cabin.....	Stowe
308	An Involuntary Voyage.....	Biart
309	Bitter Sweet.....	Holland
310	Tales of a Traveller.....	Irving
311	Tom Brown's School Days.....	Hughes
312	Sunshine and Storm.....	Brassey
313	House of Seven Gables.....	Hawthorne
314	Wonders of Pompeii.....	
315	Boys of '76.....	Coffin
316	A Fearful Responsibility.....	Howells
317	Robinson Crusoe.....	DeFoe
318	Through Swamp and Glade.....	Munroe
319	Thackeray's Lectures.....	
320	Tales of a Pathfinder.....	Gilman
321	Mrs. Caudle's Lectures.....	
322	Forty-Five Guardsmen.....	Dumas
323	Felix Holt.....	Eliot
324	Up the Rhine.....	Hood
325	English Note Book.....	Hawthorne
326	There and Back.....	MacDonald
327	A Cardinal Sin.....	
328	From Jest to Earnest.....	Roe
329	A Dangerous Woman.....	Pierce

330	Silver Pitcher.....	Irving
331	Astoria.....	Elliot
332	Silas Marner.....	Ingelow
333	L. DeBerenger.....	Scott
334	The Heart of Midlothian.....	Harte
335	Twins of Table Mountain.....	Dumas
336	Great Humorists.....	Cooper
337	Three Musketeers.....	"
338	Water Witch.....	Hughes
339	Jack Tier.....	Algers
340	Tom Brown of Oxford.....	Kipling
341	The Friendship of Women.....	Dumas
342	Soldiers Three.....	Davis
343	Marguerite DeValois.....	Fleming
344	Nimrod of the Sea.....	Sourel
345	The Head of Medusa.....	Mace
346	Bottom of the Sea.....	Mulock
347	Servants of the Stomach.....	"
348	Is Life Worth Living.....	Kelly
349	Living Creatures of Land and Air.....	"
350	Our Sly Neighbors.....	King
351	Familiar and Wild Animals.....	Thompson
352	School Interests.....	Lowell
353	The Witchery of Archery.....	Wells
354	My Study Windows.....	"
355	Science of Common Things.....	Spencer
356	Natural Law in Spiritual World.....	Boutell
357	Sociology.....	Woodward
358	Arms and Armor.....	Williams
359	Country Homes.....	Jevons
360	Our Eyes.....	Dana
361	Money and Exchange.....	Brightwell
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367	Views Afoot.....	Artzour
368	Anecdotes of Public Men.....	"
369	Advice to Young Ladies.....	Smiles
370	Advice to Young Men.....	"
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372	Learning to Draw.....	Irving
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374	Crayon Miscellany.....	"
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393	Tecumseh.....	Irving
394	Knickerbocker History.....	"
395	Celebrated Men.....	Catheart
396	Literary Reader.....	Cox
397	Why we Laugh.....	"
398	Great Novelists.....	"
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400	Ferns in Their Homes.....	Robinson

401	Past and Present.....	Carlyle
402	English Note Book.....	Hawthorne
403	Wonders of Architecture.....	Donald
404	Miscellaneous Readings.....	Monroe
405	Trees and Shrubs.....	Elliot
406	Dombey and Son.....	Dickens
407	Surly Tim.....	Burnett
408	The Gladiator.....	Melville
409	Nature's Serial Story.....	Roe
410	Alone.....	Harland
411	Our Country.....	Strong
412	Frank Forester's Sporting Scenes.....	

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International Encyclopedia, 18 Vols.
 Revised Statutes of Illinois.
 McCreary's Civil Government.
 Andrew's Manual of the Constitution.
 Steele's Zoology.
 Colton's Zoology.
 Gray's School and Field Book.
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 Chute's Physics.
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 Williams' Experiments.
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 Marching Plays.
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 Water Babies.
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Supply Chemicals, Etc.....	20 00

 \$442 50

The laboratory is nicely seated with tablet-armed recitation chairs, is reasonably well supplied with tables, cabinets, etc. The most urgent need is more room.

The High School room has a square piano, purchased by the pupils. All the rooms are tastefully decorated with pictures and are well supplied with seats, chairs, teachers' desks, tables and good blackboards, generally of slate. Ink is furnished to all pupils and pencils and pens to the primary pupils. Examination, drawing and exercise paper is furnished pupils for legitimate use in school work. The floors are oiled to prevent dust; the rooms are clean, and with our excellent heating plant and efficient janitor service the building is comfortable at all times.

DENTISTRY

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HILL BLDG.
MAROA, ILL.

D. S. ANDERSON

B. F. SHIPLEY

ATTORNEY AT LAW

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Maroa, Illinois.

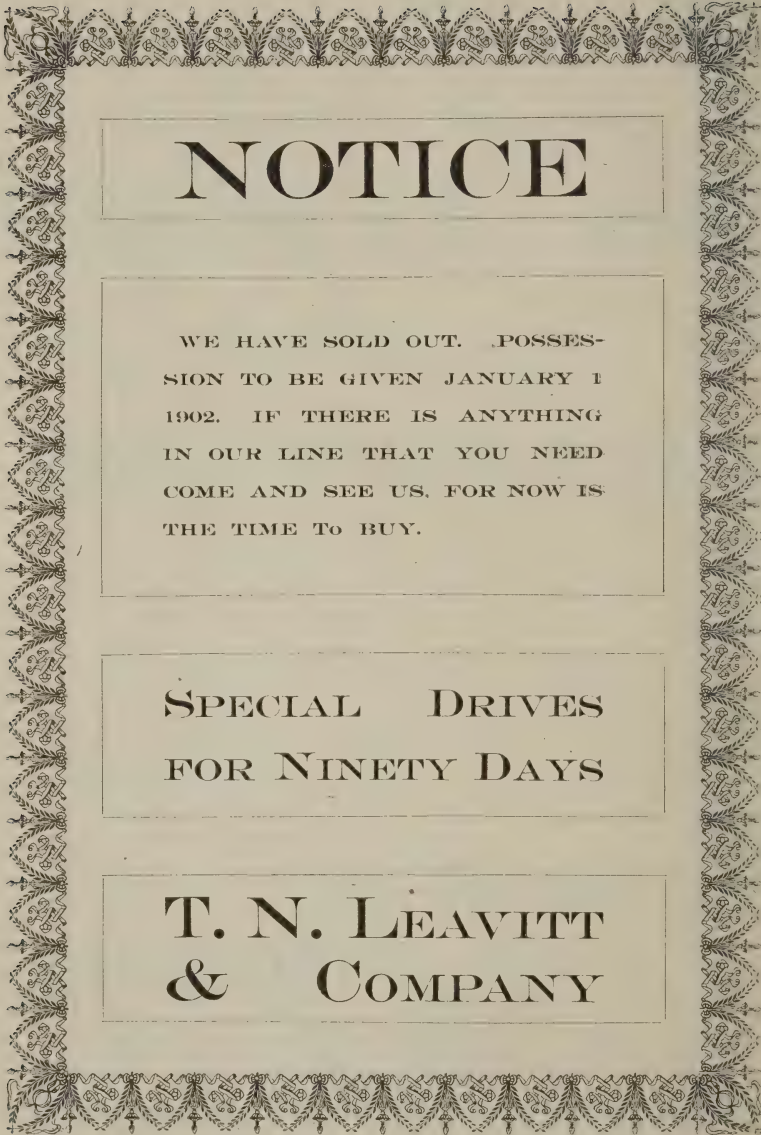
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MAKER

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Church of Christ.

FOUNDER—Christ. Matt. 16:18.

DATE OF ORGANIZATION—Date of Pentecost, Acts 2: 1-41

FOUNDATION—Jesus Christ. I Cor. 3: 11.

LAW OF ADMISSION—Faith, Repentance, Confession, Baptism, Mark 16: 16; Acts 2: 38; Rom. 10: 10.

NAME OF CHURCH—Church of Christ, or Church of God. Rom. 16: 16.

NAME OF MEMBERS—Disciples, Christians. Acts 11: 26.

WORSHIP—Preaching, Communion, Prayer. Acts 11: 42.

DISCIPLINE—The Scripture. II Tim. 3: 16.

OUR PLEA—Christian Union on Bible alone. John 17: 20, 21.

Regular worship every Lord's Day at usual hours.

S. ELWOOD FISHER, Pastor.

METHODIST EPISCOPAL CHURCH.

REV. D. T. MILES, Pastor.

Preaching services morning and evening every Sabbath. Sunday School at 10 a. m. Epworth League devotional meeting one hour before evening preaching service. Junior League at 2:30 Sunday. Prayer meeting every Wednesday evening.

A cordial invitation is extended to any and all of the services.

Presbyterian Church,

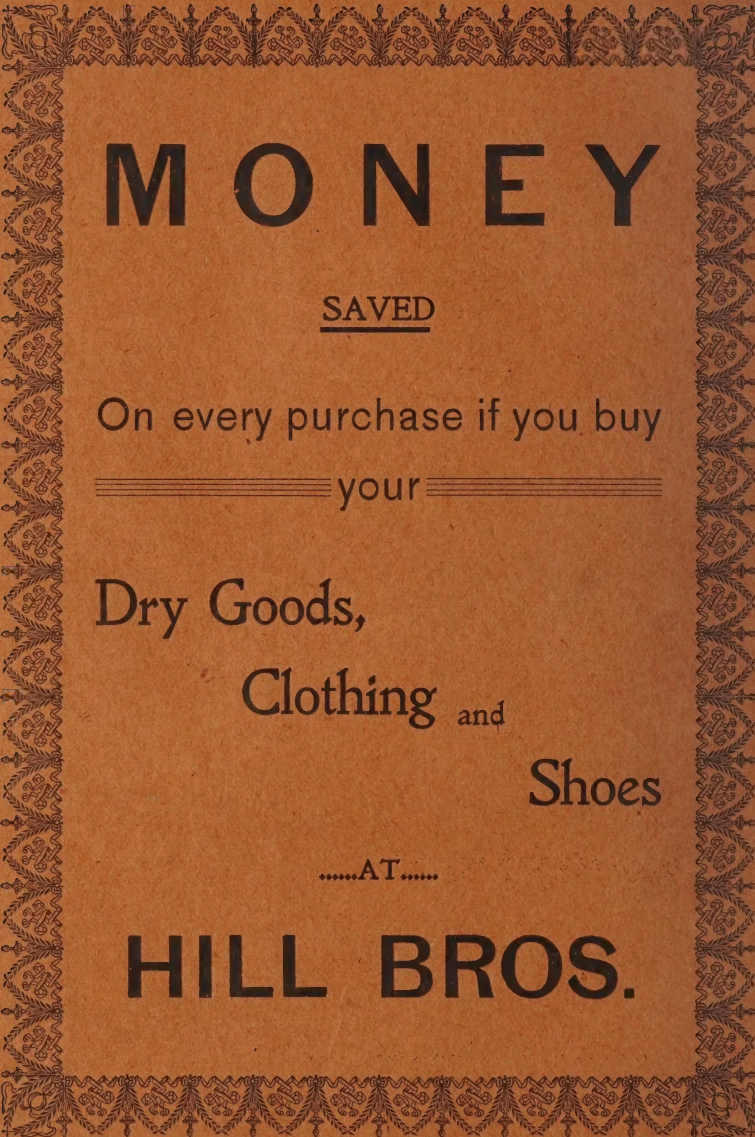
MAROA, ILLINOIS.

Invites you to all the services of the church. Time of services, Sabbath 11 a. m. and 7 p. m., preaching; 10 a. m., Sabbath school; 6.30 p. m., Christian Endeavor meeting.

Wednesday, 7:30, prayer meeting.

Third Tuesday of each month, 3 p. m., meeting of Woman's Missionary Society.

REV. JAY C. HANNA, Pastor.



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